

Enrollment: 174
Grade Levels: K-6
Anna Adesso, Counselor
Joel Cannon, Principal

Appleton Area School District Columbus Elementary

913 N Oneida Street, Appleton, WI 54911
920-832-6232
<http://www.aasd.k12.wi.us/columbus/>



2016-17 Wisconsin School Counseling Program Accountability Report
A continuous improvement document sponsored by the Wisconsin School Counselor Association

PRINCIPAL'S COMMENTS

As the principal of Columbus Elementary School, it is with great pride that I am able to report the outstanding work and success of our School Counseling Program (SCP) through our 2016-2017 Wisconsin School Counseling Program Accountability Report (WSCPAPAR). I strongly support the SCP in its efforts and the commitment in implementing the American School Counselor Association (ASCA) National Standards and the state standards of Wisconsin Comprehensive School Counseling Model (WCSCM). The report reflects the extremely positive impact the SCP has had upon our students to change behavior, attitude, and overall school safety. As an entire school and with the leadership of our school counselor, Columbus has continued supporting all of our student in academic, social/emotional, and career domains in the pursuit of developing well-rounded students.

Our School Counselor, Anna Adesso, 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. Additionally, Anna is an integral member of our Student Solutions Team (SST), and our safety team. Anna is the leader on our Tier 2 team where we collaborate on ideas and implement strategies to help students who are identified in one or more key areas (academic, social/emotional, and career) as struggling and needing some additional supports.

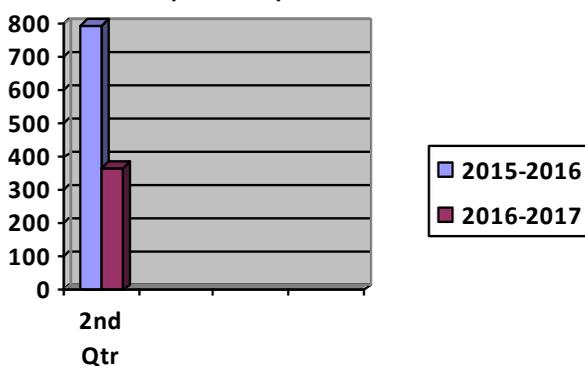
Anna has met with key stakeholders in our community and brought invaluable resources to Columbus for our students/ growth (i.e., mentors and community support). Through planning as well as data collection, our staff continues to find ways to help each individual student. Our ability to reach the most difficult students highlights the dedication and mission of our staff at Columbus Elementary School.

SCHOOL CLIMATE AND SAFETY

The expectations at Columbus Elementary School include being responsible, being respectful, and being safe. The school counselor supports the PBIS framework throughout the school community by providing early interventions through classroom delivery on expected behaviors, opportunities for students to receive individual and small group counseling. The counselor has taken on a leadership role as the Tier 2 coordinator, PBIS leader, and I as an ISC leader. The counselor plays a vital role in implementing new positive behavior supports to meet the ever-changing needs at Columbus. These efforts have positively impacted the overall school climate and safety for all students.

Graph 1

Quarter 2 Office Discipline Referrals (ODRS)

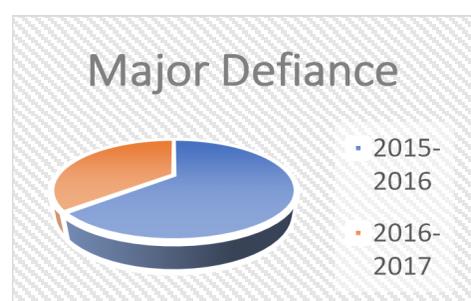


Graph 1 Graph 1 compares the number of students in grades K-6 that received major ODRS during the 2nd Quarter of the 2015-2016 and 2016-17. The school counselor utilized Educlimber, to drive the development and delivery of interventions to decrease ODRs. To decrease the high number of ODRs the counselor took on the role of Tier 2 coordinator. As a result of the changes we implemented; referrals decreased by over 50% during quarter two of the 2016-17 school year, as compared to quarter two of the 2015-16 school year. One change included implementing a student referral system. Other efforts included implementing a school wide bullying prevention program, which strengthened bullying awareness by delivering curriculum in grades K-6 with a focus of encouraging positive social skills and anti-bullying behaviors. The counselor met with individual students who had 3 or more ODRs and facilitated support groups to target specific student needs. My counseling program and leadership role in our school system highly contribute to seeing referrals decrease and maintaining a positive school climate.

Graph 2

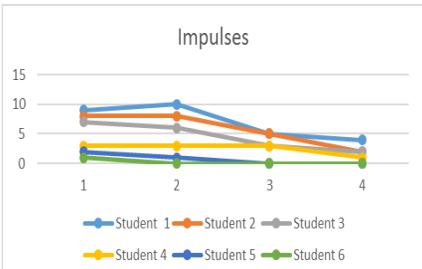
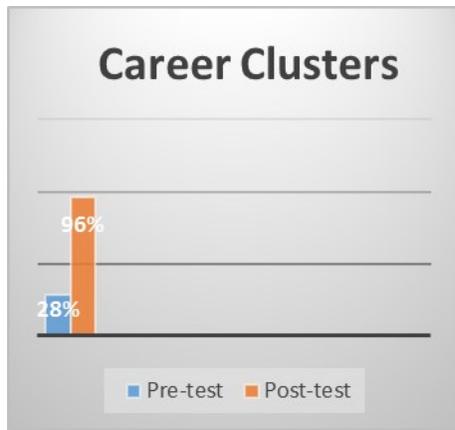
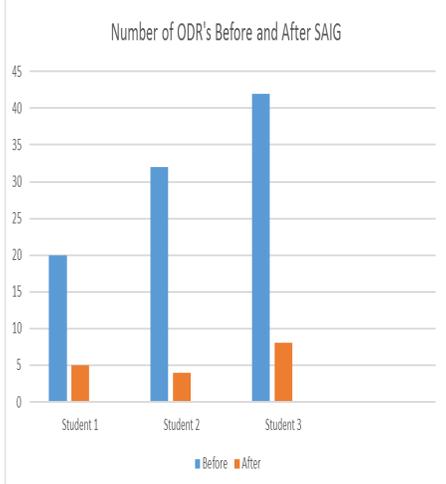
We discovered a high number of our major defiance referrals reported during the 2015-16 quarter one school year were on the playground. Therefore, one change we implemented in September of the 2016-2017 school year was facilitating a PBIS recess rodeo. During the first week of school the counselor helped facilitate a school-wide recess rodeo to teach expected behaviors in all areas of our playground. The rodeo helps reinforcing the importance of being respectful, responsible, and safe. During quarter one the counselor spent more time teaching students about how to play games and be independent problem solvers at recess. The counselor became part of the cool tools team, where she would help to develop skits and lesson plans for classroom teachers to reinforce the guidance lessons. These efforts had a significant impact on decreasing our major defiance referrals during recess from 7 in quarter one 2015-16 to 4 in quarter one 2016-17.

Graph 2 Major Defiance Referrals



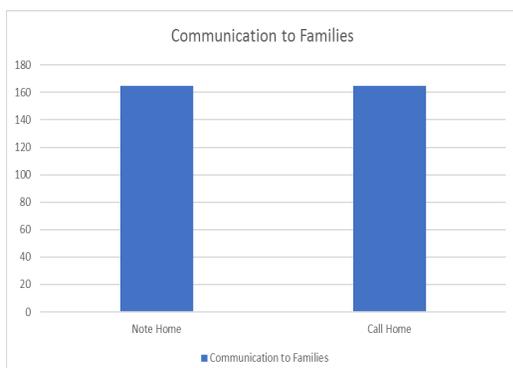
STUDENT RESULTS

School Counseling Programs are implemented and delivered by utilizing both the American School Counseling Association (ASCA) and Wisconsin Comprehensive School Counseling Model (WCSCM). These resources help to ensure that all students are receiving a thought-provoking and state-accepted education. These foundations guarantee that the lessons taught are both genuine and effective for all students. School Counselors evaluate data in three different domains; social/emotional, career and academic. By utilizing data the school counselor can meet the ever changing needs of our student populations,; through groups, individual, and classroom lessons.

| Academic | Career | Social/Emotional |
|---|--|---|
| <p><i>ASCA Mindset and Behaviors: M.2 Self-Confidence in ability to succeed M.6 Positive Attitude toward work and learning. B-LS 1 Demonstrated critical-thinking skills to make informed decisions</i></p> <p><i>WCSCM A:1 Demonstrate an understanding of and responsibility for self as a learner A:2 Acquire the skills for improving effectiveness as a learner</i></p> <p>The school counselor realizes the importance of student success in academics. Through consistent data tracking, teacher referrals, and collaboration with the SST the counselor identified six students in need of intensive Social Academic Instructional Group (SAIG) to help change behaviors that were impeding on the students academic achievement. The SAIG group, facilitated by the school counselor focused on impulse control to help emotional outbursts within the classroom. During the group, the counselor taught the students relaxation techniques, self-management strategies, and coping skills to help self-regulate. The graph shows the number of times students met their goal of having 2 or less outbursts during the school day. The teacher and counselor both documented times the students used a strategy learned from the group. With fewer referrals students are remaining in the classroom and are able to receive the academic instruction needed.</p>  | <p><i>ASCA Mindset and Behaviors: M1. Belief in development of whole self, including balance of mental, social/emotional and physical well-being MS Sense of belonging in school environment B-SMS 7 Demonstrate effective coping skills when faced with a problem</i></p> <p><i>WCSCM G.1 Develop the ability to make informed career decision based on self-knowledge G.8.1.1 Demonstrate individual abilities, strengths, skills, and talents</i></p> <p>The school counselor recognizes the importance of early career exploration for all students in the elementary school setting. The school counselor implemented lessons for each grade level on career exploration. Additionally, the school counselor developed various lessons to help students expand their career knowledge. As a result of the career awareness and exploration 6th grade students were able to identify various types of career clusters. By gaining an understanding of career clusters students broadened their awareness of careers available for their future.</p> <p>Students started with only 28% of the students knowing what some career clusters were and increased to 96% of the students knowing all of the career clusters.</p>  | <p><i>ASCA Mindset and Behaviors: M4 Understanding that postsecondary education and life-long learning are necessary for long-term career success B-LS 7 Identify long-and short-term academic, career, and social/emotional goals</i></p> <p><i>WCSCM D.2 Acquire and demonstrate acceptable interpersonal skills as it relates to understanding oneself and others D.4.2.5 Describe and demonstrate socially-acceptable group behavior</i></p> <p>The school counselor plays a pivotal role in teaching students appropriate behavior. The counselor is continuously striving to make a positive impact on student behavior which results in higher academic achievement. Based on the number of ODR's for physical aggression and teacher referrals for three students; an anger management SAIG group was formed for the three students. The SAIG group focused on school-wide expectations, respect towards self and others, calming strategies, and conflict resolution.</p> <p>The graph shows the number of ODR's from October (before the SAIG) to April (after the SAIG) for each student. This data was found on Educlimber.</p>  |

SCHOOL COUNSELING PROGRAM GOALS

Graph 1 My first goal will be to implement a positive communication system for our families. The counselor will phone or e-mail one parent per/week with a positive affirmation regarding their child. Additionally, I noticed other schools provide teachers with postcards to send to each family. This helps establish an effective home to school connection. Therefore, the school will send every single student a positive form of communication home by the end of the 2017-2018 school year.



Graph 2 My second goal is to decrease the percentage of overall referrals, specifically targeting students receiving two major referrals or six minor referrals in a four week period. EduClimber baseline data reported a total of 522 major referrals during the 2016-17 school year. My goal is to decrease overall major referrals by a minimum of 5%. I will accomplish this by implementing a check in-check out system to track daily student goals and progress, develop a mentoring program to increase positive student connections and support, and deliver Social Academic Instructional Groups (SAIG) to students who need behavioral re-

Graph 2

