



2016-2017 Wisconsin School Counseling Program Accountability Report

A continuous improvement document sponsored by the Wisconsin School Counselor Association

Johnston Elementary

www.aasd.k12.wi.us/johnston/

Grades K-6

Enrollment: 542

School Counselor: Samantha Lichtenwald

Principal: Doug Benz

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Principal's Comment

As the principal of Johnston Elementary, I am pleased to present the positive impacts the counseling program here at Johnston has made for the 2016-2017 school year. As an Internal Site Coordinator (ISC) for Johnston's Positive Behavioral Intervention System (PBIS) framework our counselor has made considerable contributions that are reflected in our data. Three examples include:

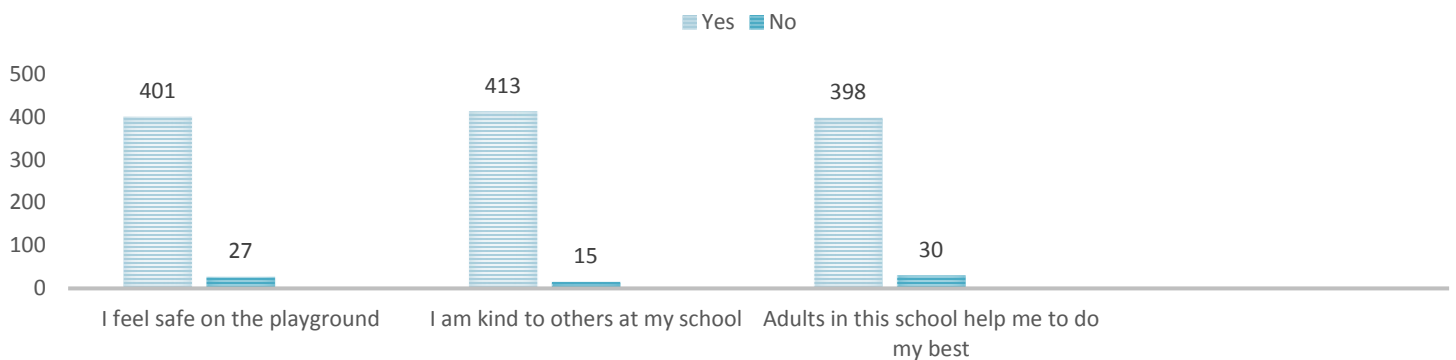
In the 2016-2017 school year there were 2 reported bullying situations. In an effort to help decrease that and increase kindness at our school our counselor developed an anti-bullying pledge, helped design a cool tool to teach this pledge to all students, had each student and staff create a handprint to display with our pledge and the definition of bullying. It was on display outside of the counselor's office for the entire year.

The counselor created the Mustang Mentor program in the 2013-2014 school year to help decrease Office Discipline Referrals (ODR) on the playground at lunch time. This created an additional leadership opportunity for our 5th and 6th grade students. Educlimber data comparing the 2014-2015 and 2015-2016 school year showed a decrease of ODRs on the days of the Mustang Mentor program as compared to other days of the week. Supplemental lessons on physical aggression, using the Peace Path, and playground expectations were also provided by the counselor through guidance lessons as well as cool tools.

The counselor also started a staff/student mentor program where 34 staff volunteers matched with 34 students who could use additional emotional support. They met weekly to check-in, some scheduled eating lunch together once a week, completing an activity, leaving a note, or a verbal check-in on how the student is. The program provide opportunities for students to connect with staff they might not have connected with in the school culture. Students reported enjoying the time they spent with their mentors and requested they be able to meet with their same mentors in the 17-18 school year.

School Climate & Safety

SPRING 2017 CLIMATE SURVEY



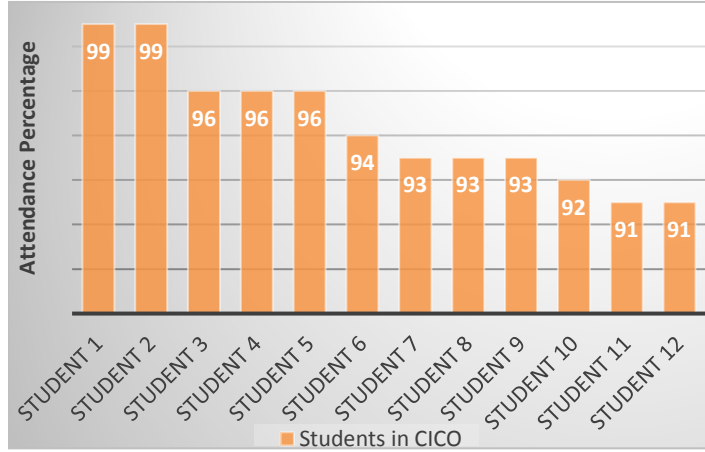
Based on the 2017 spring school climate data presented above, the counselor has drawn conclusions that there is a connection between students being kind to others and feeling safe on the playground. The counselor introduced a school-wide anti-bullying pledge to all students at our October school assembly. This was followed up by a school-wide cool tool where the students made the pledge, talked about its meaning, and created a handprint which was hung outside of the counseling office on a bulletin board along with the pledge and the definition of bullying. Almost all students committed to the pledge to treat others with kindness and maintained the commitment throughout the year.

The counselor facilitated the Mustang Mentor program for its fourth year in a row. This is a program where a group of responsible, respectful, and safe 5th and 6th grade students are chosen to serve as mentors to a primary classroom. The mentors eat lunch with their assigned classroom two times each month. During this time they get to know the students and serve as a positive role model. After eating lunch with them, mentors attend recess with their classes and lead them in an organized activity that they have planned out ahead of time. During this time they bond with students and resolve conflicts that may arise. Having mentors on the playground may have impacted students' responses to feeling safe on the playground. We then met as a group of mentors later that week to process what went well and help each other problem solve things that did not. The mentors also visited their assigned classes during our monthly cool tool in order to help the teacher with the lesson and get to know the students better. Teachers and students reported enjoying the experience of being in the classroom during cool tools.

The counselor also started a staff/student mentor program where staff volunteers are matched with students who could use additional emotional support. They met weekly to check in and some scheduled lunch together once a week, completing an activity, leaving a note, or a verbal check-in on how the student is. Currently 93.2 percent of students feel adults in the school help them to do their best. The school staff would like to see 97 percent of students reporting they feel adults at the school help them to do their best. This program will assist students and staff in building relationships and increase attendance rates. When students feel connected and cared for they will make an effort to attend school.

Student Results

Academic Development



ASCA Standards Met: A:A1.5 Identify attitudes and behaviors which lead to successful learning, A:A2.1 Apply time management and task management skills, A:A3.4 Demonstrate dependability, productivity, and initiative, A:C1.4 Demonstrate an understanding of the value of life-long learning as essential to seeking, obtaining, and maintaining life goals

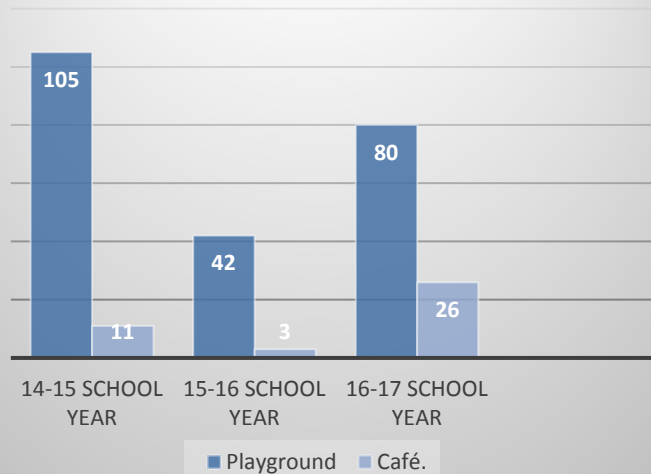
The counselor met bi-weekly with the principal and social worker to review our school-wide attendance data. During our meetings we were able to pinpoint a group of 12 students with the highest volume of excused and unexcused absences. These students participated in the Check In Check Out (CICO) program during the 16-17 school year. They met twice each day with tier two support staff to provide feedback on their choices throughout the day. Students could earn incentives based on points earned through the CICO program. These incentives included Mustang Moola, small trinkets, and lunch with principal or counselor. The chart depicts their attendance from 9/1/16-5/5/17. The lowest attendance rate of 91 percent indicates the CICO program may be one factor in increasing attendance rates.

Personal/Social Development

ASCA Standards Met: PS.A1.7 Recognize personal boundaries, rights, and privacy needs, PS.A1.8 Understand the need for self-control and how to practice it, PS.A2.2 Respect alternative points of view, PS.A2.3 Recognize, accept, respect and appreciate individual differences, PS.A2.6 Use effective communication skills, PS.A2.7 Know that communication involves speaking, listening, and non-verbal behavior

For the past 4 years the focus of the Mustang Mentor program has been on reducing the ODRs being given during lunch and recess. During the 2014-2015 school year ODRs given during lunch and recess totaled 116. The number drastically decreased in the 15-16 school year. This change can be attributed to mentors presenting cool tool lessons twice a week in K-3rd grade classes to connect with the students and help reinforce expectations. Mentors also addressed topics of being respectful, responsible, and safe in the classroom during their time with the primary grades at recess. ODRs in the 16-17 school year during lunch and recess increased from 45 to 80 on the playground and 3 to 26 during lunch. After reflecting on this data changes will be made to the scheduling and structure of lunch and recess for the 17-18 school year. The PEHK team will also address lunch and recess expectations during the Colorful Connections Camp with all students.

ODR Referrals

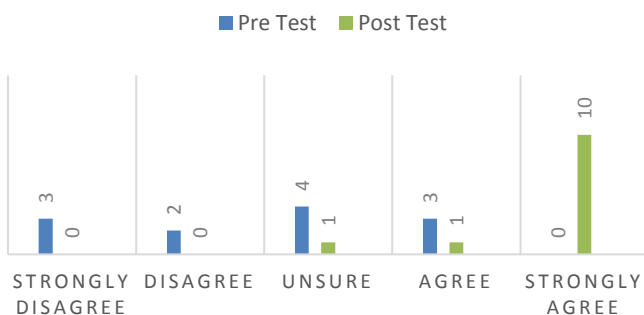


Career Development

ASCA Standards Met: C:A1.1 Develop skills to locate, evaluate, and interpret career information, C:A1.2 Learn about the variety of traditional and nontraditional occupations, C:A1.3 Develop an awareness of personal abilities, skills, interests, and motivations, C:A1.8 Pursue and develop competency in areas of interest, C:B1.2 Identify personal skills, interests, and abilities and relate them to current career choice, C:B1.4 Know the various ways in which occupations can be classified, C:B1.5 Use research and information resources to obtain career information

Recognizing the importance of early career exploration, 6th graders and their families were given the opportunity to attend Fox Valley Technical College for a night of career exploration and hands on activities in the 2016-2017 school year. A total of 12 sixth graders participated in this event. Students took pre and post-tests to assess their knowledge of Technical Colleges before and after the trip. The graph displays 100 percent of students who attended had an increase in their knowledge of these programs and career choices after the Night at the Tech event. We hope to increase our participation of both students and parents with the 2017-2018 school year.

I UNDERSTAND OPPORTUNITIES AVAILABLE AT TECHNICAL COLLEGES



School Counseling Program Goals

By June 2018, the second grade class will decrease their total major ODRs by from 63 to 56. The baseline data shows the second grade has the highest ODRs per grade level for the last two years. Discipline referrals significantly disrupt the learning environment and were, therefore, identified as a targeted goal for this group. The counselor will work with the identified population through PBHK lessons, guidance curriculum, small group, and individual counseling on developing skills and strategies to manage emotions.

Major ODR's

