

Edna Ferber Elementary School

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920-832-5755
<http://www.aasd.k12.wi.us/ferber/>
Paul Cooney, Principal
Katie Hardesty, Associate Principal
Jennifer Lamers, School Counselor
Grades: K-6
Enrollment: 640



2016 Wisconsin School Counseling Program Accountability Report

A continuous improvement document sponsored by the Wisconsin School Counselor Association

Principal's Comments

Our students are positively impacted by our school counselor program in a variety of ways from individual counseling, classroom presentations, small groups, SAIG groups, SMILE after-school program, and as an ISC. The school counselor is always working with students either in the classroom or in her office. Students feel very comfortable coming to see her and share their stories or concerns. She will take time from her own lunch hour to come and watch students in the lunch room so she can help them with issues that they are concerned with that impact their learning.



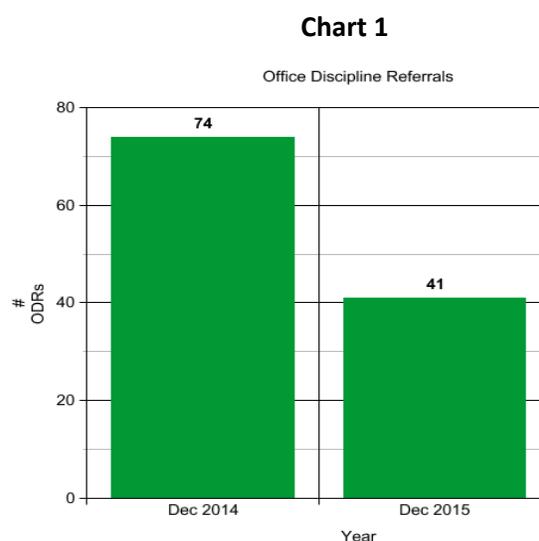
The counselor has planned several events for our school in her role as a counselor and ISC. She spent a considerable amount of time putting together our beginning of the year Rodeo for PBIS for our students. This event is run each year to help teach our students of the expectations we have for them at school in each of the school settings. She uses SWIS data to create groups to reteach expectations.

Another example of when the school counselor has positively impacted our students is her time that she puts into our afterschool homework club called SMILE. This club is a coordinated effort with Appleton North HS and Ferber. The counselor has HS students working with Elementary students on school work while building relationships with the students in a positive way.

School Climate and Safety

Ferber school is a PBIS school (Positive Behavioral Interventions and Supports). The school counselor has been heavily involved with implementing the school's PBIS framework with fidelity by being an ISC and leading team meetings. She organizes and teaches the yearly recess rodeo in September, in which students travel to stations to learn expectations at school. December 2014 showed a need for incentives and interventions to occur in December 2015. Therefore, the school counselor helped develop a BINGO incentive for the end of the month.

Chart 1 shows a decrease of 33 office discipline referrals.



School Climate Survey

In May 2016 4th-6th graders took a school climate survey. Results showed that overall the intermediate students feel Ferber is a positive place to be. Females tended to have a more positive response about school, staff, friends and safety. However males felt just a slight bit higher that they belong but they felt just over a half a point lower on being recognized for good work.

The school counselor will continue to organize her pen pal group, which focusses on having elementary males matched with a High school pen pal to encourage them to feel connected. The school counselor will make staff aware of how males feel about being recognized for good work.

Student Results

Academic Development

ASCA: **A:A1.5** Identify attitudes and behaviors which lead to successful learning **A:A3.1** Take responsibility for their actions
WCSCM: **A.4.2.2** Demonstrate how effort and persistence positively affect learning. **C.8.1.2** Understand that education is essential to becoming a contributing member of society.

The school counselor developed, coordinates, and manages an after school program, called S.M.I.L.E. (Students Making an Impact on Lives Everywhere), in which students get homework done, get a snack and socialize with a High School mentor once a week. SMILE students were surveyed using a rating scale of 0 (Never) - 10 (Always) about getting homework done at SMILE, at home, if they enjoyed coming to SMILE and school. 14 students enjoyed coming to SMILE (ratings between 7-10), while 1 student scored a 2. 10 students reported that they enjoy coming to school (rating between 8.5-10), while 5 students reported little to no enjoyment (0-5).

This impacts attendance. Since students enjoy coming to the program, they come to school on Thursdays. Also, they feel good about getting their work done and come back to school on Friday. When comparing daily attendance, the overall school attendance was worst on Mondays and Fridays— as Chart 1 shows. While the SMILE students school attendance was highest on Fridays and Thursdays, as Chart 2 shows. The school counselor creates a positive learning environment for students with the SMILE program, which in turn has shown to create better attendance rates.

Chart 1

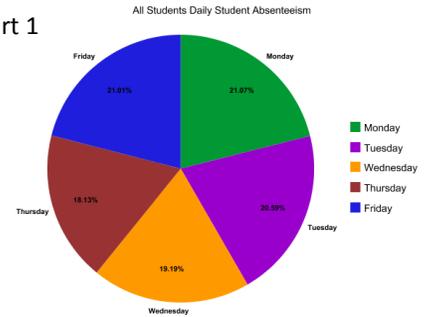
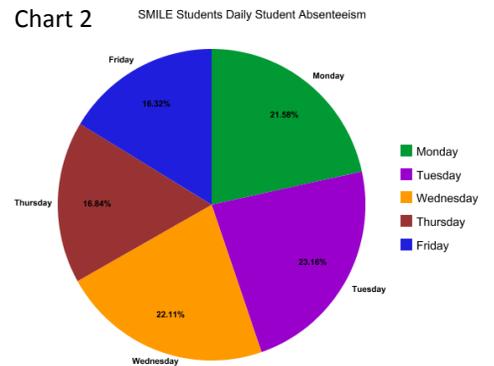


Chart 2



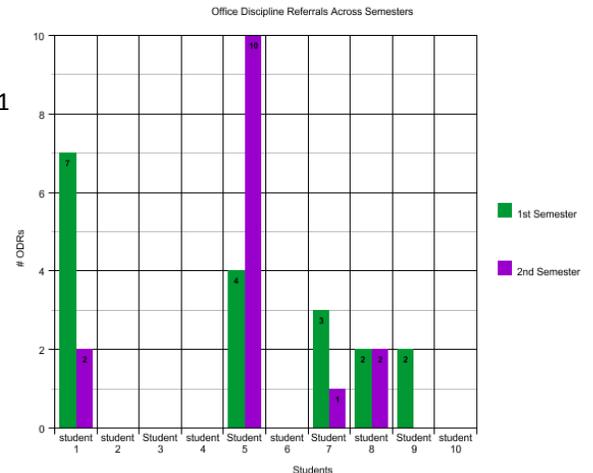
Personal/Social

ASCA PS:C1 Acquire Personal Safety Skills **PS:C1** Learn about the relationship between rules, laws, safety, and the protection of rights of the individual

WCSCM F.4.1.5 Describe the relationship between rules, laws, safety, and the protection of rights of the individual

SWIS data showed the male population have more referrals compared to females. 62% of the population is male, but they have 77% of the referrals. The school counselor designed a pen pal program to build better relationships for 10 male students in 3rd and 4th grades. Nine out of the ten students decreased their referrals from the start of the program to the end, as chart 1 shows.

Chart 1



Career Development

ASCA 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

WCSCM:H.8.1.1 Demonstrate an understanding of educational levels and performance skills needed to attain personal and career goals.

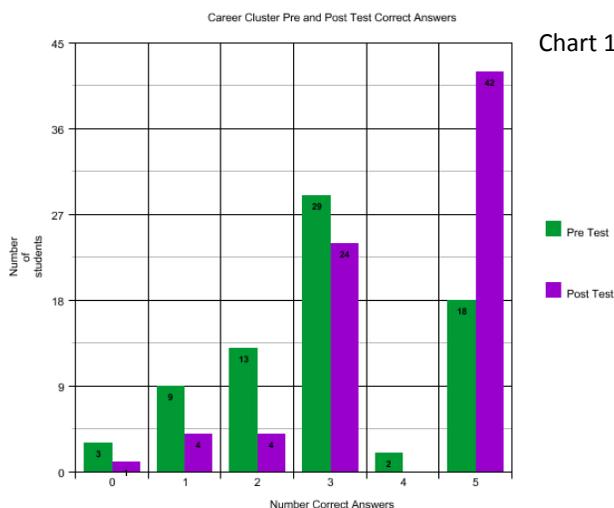


Chart 1

The school counseling program recognizes the importance of early career exploration for all students in the elementary setting. The counseling program offers classroom and small group lessons which support students in that exploration. One of the classroom lessons involved teaching students about different career clusters and having them use the site during another class period. The goal was for students to have a better understanding of the site and of different careers after being taught and given the chance to explore. Prior to teaching a pre-test was given and then a post test was given. Students were to match a career to its career cluster. The results shown in chart 1 show that 66 students were able to get 3 or more matches during the post test, while the pre-test only 49 students scored a 3 or higher.

School Counseling Program Goals

The school counselor will decrease absenteeism on Mondays and Fridays by 2% due to high volume of students gone as reported in chart 1. Groups, phone contacts, goals and incentives will be made to help reach the goal.

Chart 1

