

Edna Ferber Elementary School

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<http://www.aasd.k12.wi.us/ferber/>

Paul Cooney, Principal

Katie Hardesty, Associate Principal

Jennifer Lamers, School Counselor

Grades: K-6

Enrollment: 615



2017 Wisconsin School Counseling Program Accountability Report

A continuous improvement document sponsored by the Wisconsin School Counselor Association

Principal's Comments

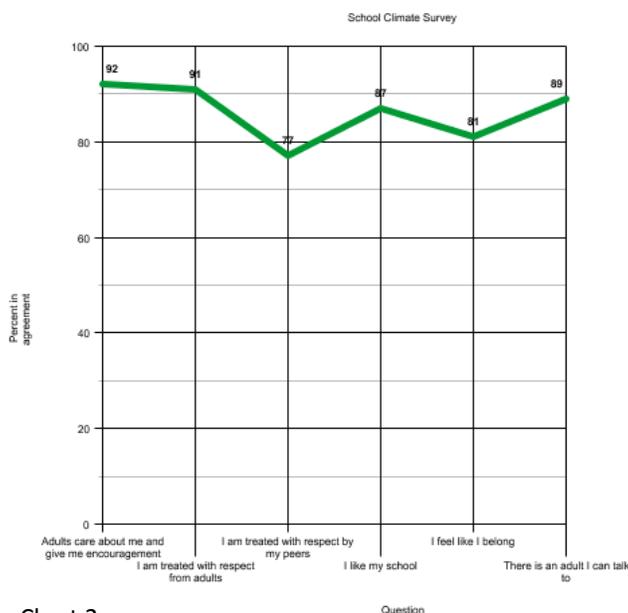
Our students are positively impacted by our school counselor program in a variety of ways from individual counseling, classroom presentations, small groups, SAIG, SMILE afterschool program, and as an ISC. The school counselor is always working with students either in the classroom or in her office. Students 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 data from Edu climber 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

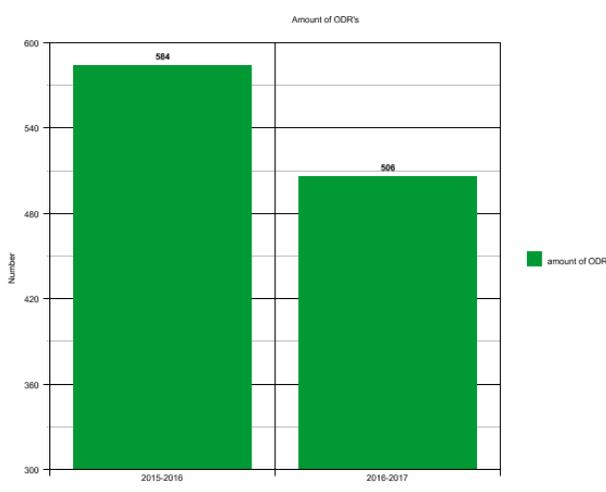
Chart 1



School climate survey

In the 2016-2017 Ferber students took a school climate survey. Chart 1 shows students feel connected to their school, have adults to talk to and are encouraged. I am treated with respect by my peers is the only area that is rather low. Ferber school is working to increase connections between students during daily morning meetings and weekly social skill lessons. The school counselor teaches social skills. During September the school counselor teaches lessons that work on social and communication skills to build positive peer relationships.

Chart 2



The overall amount of ODR's recorded went down from 2015-2016 to 2016-2017 school year. The school counselor taught expectations in the beginning of the year to students. The school counselor set up groups based upon data in Edu climber. The groups focused on self-regulation strategies and social skills. Mentoring programs were set up with staff members also. Chart 2 shows the decrease in ODR's from each year.

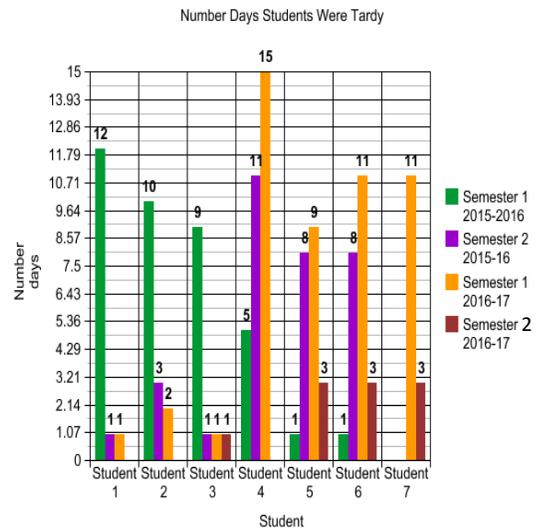
Student Results

Academic Development

ASCA: B-SMS 1: Demonstrate ability to assume responsibility

In Appleton the district believes there is a positive connection between academic success and school attendance for all students. The school counselor met with students and contacted families if they were considered truant during the 2015-2016. There were 6 students the school counselor closely monitored starting in December 2016. The goal for these 6 students was to come to school on time. The school counselor monitored attendance, contacted parent(s), and meet with students in a group setting. Some individual meetings were set up to help those not improving. In addition, another student (number 7) was added since it was part of the family already in the group. Attendance was measured by infinite campus and checked monthly or bi-weekly for some. Chart 1 compares the attendance of the students from first semester 2015-2016 to first semester 2016-2017. Chart 1 also shows second semester during the 2015-2016 compared to the 2016-2017 school year. Students 1, 2, 3, were able to lessen the days they missed school from year to year. Student 5, 6, and 7 improved attendance starting second semester 2017. Student 4 eventually moved and was no longer in the SAIG.

Chart 1

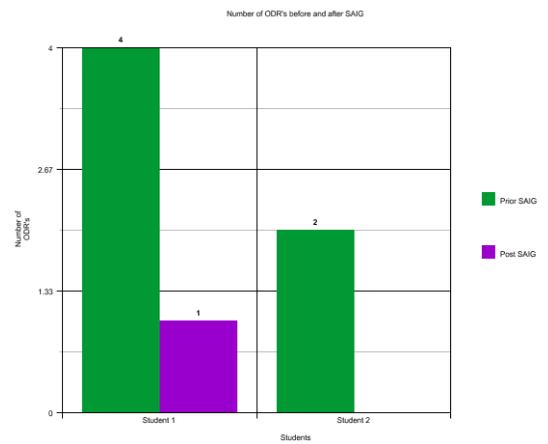


Personal/Social

ASCA B-SMS 2: Demonstrate self-discipline and control

2 students were referred to the counselor for check-in, check-out (CICO). Rather than enroll them in CICO the school counselor did a self-regulation SAIG group for 5 weeks. Student 1 had 5 ODR's total, with 4 prior to group. Student 2 had 2 ODR's all prior to group and none post group. The SAIG led by the school counselor led to a drop in ODR's and kept 2 students out of CICO.

Chart 1

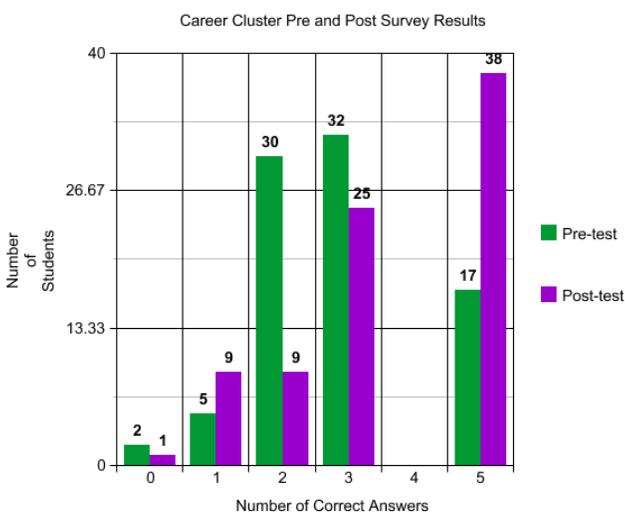


Career Development

ASCA B-LS5: Apply media and technology skills

B-LS 7: Identify long- and short-term academic, career and social/emotional 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 63 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. 17 students only had all of them correct during the pre-test. Post test 38 students got a perfect score.

School Counseling Program Goals

Goal 1: Chart 1 shows Ferber students have frequently used the health room. It is used more often than an ODR is written. The school counselor will decrease health room visits by 20% for students who have visited the health room during the 2016-17 school year at least 8 times for reasons other than illness.

Goal 2: When the school climate survey is implemented in Fall 2017, 85% of the students will feel connected to their peers.

Chart 1

