

**Enrollment: 330**  
**Grade Levels: K-6**  
**Shannon Schindel, Counselor**  
**Matt Zimmerman, Principal**

# Appleton Area School District Stephen Foster Elementary Charter

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

### PRINCIPAL'S COMMENTS

I am proud to share Stephen Foster Elementary Charter School's 2016-17 Wisconsin School Counseling Program Accountability Report. The staff at Stephen Foster Elementary Charter School believes strongly in educating the "whole child." We believe that a child's social and emotional growth is every bit as important as their academic growth and we work hard to assure that every child grows socially and emotionally throughout their time at Foster. The growth each student has made in these areas is a direct result of our School Counseling Program and the way the efforts are coordinated with Foster's implementation of Positive Behavior Interventions and Supports.

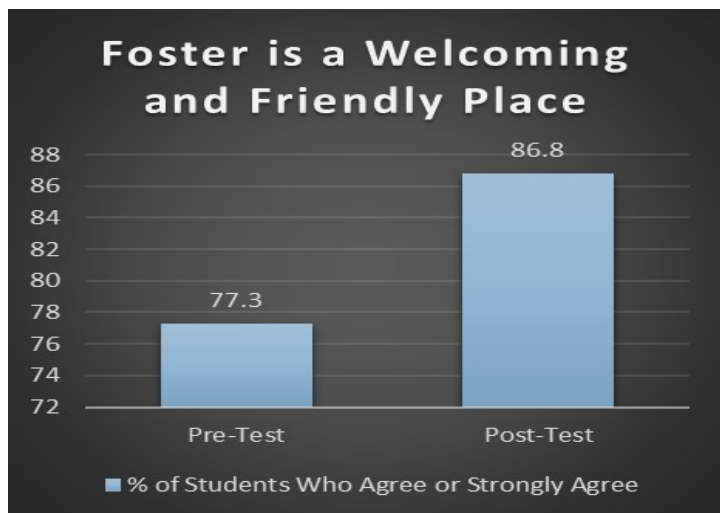
Our School Counselor is a leader at Foster in assuring that our framework for Positive Behavior Interventions and Supports (PBIS) is implemented with fidelity. As a school we have seen an increase in the number of students consistently demonstrating positive behaviors measured by the number of students who have received one or less major office referrals. We believe the positive trends in our data are a direct result of our universal and Tier 2 PBIS efforts. Our School Counselor serves as our school's PBIS Tier II Internal Site Coordinator (ISC). As the Tier II ISC, our Counselor meets consistently with our Tier II team to analyze data, identify student behavioral needs, and provide supports and interventions for students who are struggling. Check In Check Out (CICO) is one example of our Tier II intervention programs that has proven to be a positive impact on student behaviors with a 94% success rate during the 2016-17 school year.

To ensure students' social-emotional and behavioral needs are being met, our School Counselor also provides classroom lessons focused on Social-Emotional Learning (SEL), preventative small group counseling, and responsive Social Academic Instructional Groups (SAIG). Both classroom lessons and small group instruction focus on strategies to help students manage their emotions and find alternative ways to respond positively in various life situations. We know that when we are meeting the social and emotional needs of our students they are more likely to make positive choices and perform better academically. As a result of the efforts made through our School Counseling Program our students are spending less time in the office working through problem behaviors and more time in the classroom learning academic content. During the 2016-17 school year the percentage of students who were at or above the 50<sup>th</sup> percentile on the MAP Reading test was the highest it had been since Foster began giving the MAP Reading test in 2006. We believe that the efforts made through our School Counseling Program will continue to help our students grow socially, emotionally, and academically.

### SCHOOL CLIMATE AND SAFETY

The School Counseling Program plays an integral part in Foster's PBIS infrastructure. Implementation of the PBIS framework, done with fidelity, has positively impacted the overall school climate. As a leader on Foster's PBIS committee, the School Counselor has collaborated with colleagues to develop, deliver, and successfully implement programs and interventions that help support students' educational learning experience and meet the school wide expectations of being responsible, respectful, and safe. Continuous data analysis drives the efforts and effectiveness of Foster's PBIS framework.

Graph 1

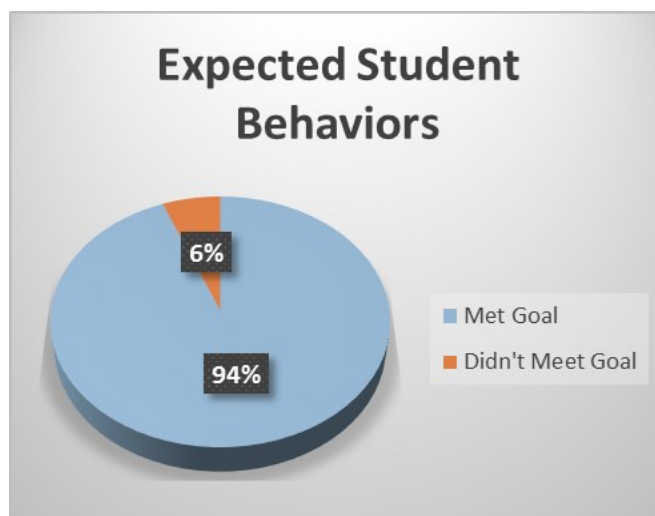


Graph 1 With the school's Continued School Improvement Plan (CSIP) goal for the 2016-17 school year being to increase student engagement, the School Counselor lead the development and implementation of a peer helper program. Through the collaborative efforts of a teacher colleague, 20 sixth grade students were provided an in depth training focused on leadership skills, positive communication, and conflict resolution. Peer helpers were assigned to a primary classroom. Twice a month peer helpers had lunch with their primary class and organized activities to play at recess. The peer helpers assisted the younger students in understanding positive sportsmanship, resolving conflicts, practicing positive behaviors, and modeling appropriate ways to communicate with one another. Pre-test data on Foster's school-wide engagement survey reported 77.3% of students who agree or strongly agree that Foster is a welcoming and friendly place. With the implementation of the peer helper program post test results reported 86.8% of students who agree or strongly agree that Foster is a welcoming and friendly place, yielding a 9.5% increase. The peer helper program has proven success in impacting students sense of belonging and safety at school and creating a positive climate for all.

Graph 2

Taking on the PBIS Tier II Internal Site Coordinator (ISC) position at Foster provided the counselor a leadership opportunity to develop and implement interventions that support students' overall success. As the Tier II ISC the School Counselor coordinates the system operations of the daily Check in Check Out (CICO) program. CICO is a behavior intervention for students who meet the school data rule of 3 office discipline referrals (ODR's) in a 9 week period. Students are paired with a staff member who serves as their mentor. Students check in with their mentor each morning and out at the end of the day. Together they review the student's daily progress report (DPR), celebrate successes, and reflect on ways to improve behavior when needed. Sixteen students were placed on CICO during the 2016/2017 school year. Fifteen of the Sixteen students (94%) met or exceeded their daily goal (80%) for expected behaviors. On average, these students made significant improvements in daily decision-making. Through the collaborative efforts and leadership of the School Counselor, the CICO program yielded positive results in increasing student expected behaviors.

Graph 2



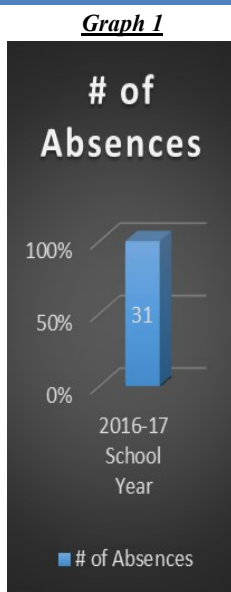
## STUDENT RESULTS

Foster's School Counseling Program utilizes the American School Counseling Association (ASCA) and Wisconsin Comprehensive School Counseling Model (WCSCM) standards to ensure all students are successful in all three domains: academic, social/emotional, and career development. Utilizing data helps the Counselor develop programming and curriculum that continually meet the ever changing needs of the student population. This process helps students to strive towards personal achievement.

| Academic  | Career   | Social/Emotional |           |                 |      |      |          |          |           |                 |      |      |   |           |          |           |   |        |     |   |        |        |                                     |        |        |   |           |          |           |  |     |     |  |     |   |  |   |     |
|---|----------|------------------|-----------|-----------------|------|------|----------|----------|-----------|-----------------|------|------|---|-----------|----------|-----------|---|--------|-----|---|--------|--------|-------------------------------------|--------|--------|---|-----------|----------|-----------|--|-----|-----|--|-----|---|--|---|-----|
| <p><i>ASCA M 1</i> Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being<br/> <i>B-SMS 2</i> Demonstrate self-discipline and self-control<br/> <i>B-SMS 7</i> Demonstrate effective coping skills when faced with a problem<br/>                     WCSCM A:1 Demonstrate an understanding of and responsibility for self as a learner</p> <p>With the need to change student behavior in the third grade, the School Counselor implemented and delivered classroom lessons on emotional awareness and self-regulation. Students were taught how to identify emotions, recognize triggers, and use self-regulation strategies to control behaviors. Students were asked to report their knowledge and skills on a 5-point Likert scale. Pre-post test results indicated a 41.2% increase in students who agreed or strongly agreed that self-regulation can help to stay calm and act appropriately. Results also reported a 26.4% increase in students who use strategies to regulate themselves when they are experiencing intense emotions.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p><b>SELF-REGULATION CAN HELP STAY CALM AND ACT APPROPRIATELY</b></p> <table border="1"> <tr><th>Category</th><th>Pre-Test</th><th>Post-Test</th></tr> <tr><td>Self-Regulation</td><td>52.9</td><td>88.2</td></tr> </table> </div> <div style="text-align: center;"> <p><b>I USE STRATEGIES TO REGULATE MYSELF WHEN I AM EXPERIENCING INTENSE EMOTIONS</b></p> <table border="1"> <tr><th>Category</th><th>Pre-Test</th><th>Post-Test</th></tr> <tr><td>Self-Regulation</td><td>61.8</td><td>88.2</td></tr> </table> </div> </div> <p>Comparing ODR's in the month prior to the implementation of the self-regulation curriculum in the third grade to the first month of delivery, ODR's decreased by 75%. This demonstrates an immediate positive change in student behavior.</p> | Category | Pre-Test         | Post-Test | Self-Regulation | 52.9 | 88.2 | Category | Pre-Test | Post-Test | Self-Regulation | 61.8 | 88.2 | <p><i>ASCA M 4</i> Understanding that postsecondary education and life-long learning are necessary for long-term career success<br/> <i>B-LS 7</i> Identify long and short term academic, career, and social/emotional goals<br/>                     WCSCM H.8.1.1 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>During the 2016-17 school year the School Counselor delivered career lessons to all fifth and sixth grade students. The lessons focused on in depth exploration of post-secondary options and training/education needed to obtain specific careers. One objective was to strengthen student knowledge on technical colleges and the differences between technical colleges and universities. Utilizing a 5-Point Likert scale, pre-post test data yielded a 77.6% increase in students who agree or strongly agree when asked if they know what a technical college is, a 76.3% increase in students who agree or strongly agree that they know the differences between technical colleges and universities, and a 61.8% increase in students who agree or strongly agree that they know a variety of careers that are available to them with a technical college degree. These results reflect statistical significant change in student knowledge. Knowledge on post-secondary options supports students' in their academic and career planning process and the development of college and career readiness.</p> <div style="text-align: center;"> <p><b>% OF STUDENTS WHO AGREE OR STRONGLY AGREE</b></p> <table border="1"> <tr><th>Statement</th><th>Pre-Test</th><th>Post-Test</th></tr> <tr><td>I know a variety of careers that are available to me with a technical college degree.</td><td>13.20%</td><td>75%</td></tr> <tr><td>I know the differences between technical colleges and universities.</td><td>22.40%</td><td>98.70%</td></tr> <tr><td>I know what a technical college is.</td><td>15.80%</td><td>93.40%</td></tr> </table> </div> | Statement | Pre-Test | Post-Test | I know a variety of careers that are available to me with a technical college degree. | 13.20% | 75% | I know the differences between technical colleges and universities. | 22.40% | 98.70% | I know what a technical college is. | 15.80% | 93.40% | <p><i>ASCA M 2</i> Self-confidence in ability to succeed<br/> <i>B-SS 8</i> Demonstrate advocacy skills and ability to assert self, when necessary<br/>                     WCSCM D.1 Acquire and demonstrate self-awareness and self-acceptance as they relate to understanding oneself<br/>                     D.4.1.1 Demonstrate positive attitudes toward self as a unique and worthy person</p> <p>The School Counselor provides experiences that enrich students' self-worth and promote school connectedness. One opportunity offered to students to help support positive growth and development is small groups. During the 2016-17 school year the Counselor targeted a select group of students in the third grade, based on teacher and parent referral, to facilitate an ongoing self-esteem group. An emphasis was placed on perseverance, assertiveness skills, and increased self-confidence.</p> <div style="text-align: center;"> <p><b>SMALL GROUP SURVEY RESULTS</b></p> <table border="1"> <tr><th>Statement</th><th>Pre-Test</th><th>Post-Test</th></tr> <tr><td>I can name 3 things I like about myself.</td><td>7.7</td><td>9.3</td></tr> <tr><td>When things are hard, I can keep trying.</td><td>6.3</td><td>9</td></tr> <tr><td>I know what I can do when someone is mean to me.</td><td>5</td><td>9.7</td></tr> </table> </div> <p>Results from pre-post test data, using a 10 point Likert scale indicated a significant positive impact on student knowledge, skills, and attitude. Results yielded a 1.6 increase when asking students if they could name three things they like about themselves, a 2.7 increase when students were asked if they can keep trying when things are hard, and a 4.7 increase when asked if students know what to do when someone is mean to them. The statistical significant change achieved in all 3 areas proved the group experience a success.</p> | Statement | Pre-Test | Post-Test | I can name 3 things I like about myself. | 7.7 | 9.3 | When things are hard, I can keep trying. | 6.3 | 9 | I know what I can do when someone is mean to me. | 5 | 9.7 |
| Category  | Pre-Test | Post-Test        |           |                 |      |      |          |          |           |                 |      |      |   |           |          |           |   |        |     |   |        |        |                                     |        |        |   |           |          |           |  |     |     |  |     |   |  |   |     |
| Self-Regulation   | 52.9     | 88.2             |           |                 |      |      |          |          |           |                 |      |      |   |           |          |           |   |        |     |   |        |        |                                     |        |        |   |           |          |           |  |     |     |  |     |   |  |   |     |
| Category  | Pre-Test | Post-Test        |           |                 |      |      |          |          |           |                 |      |      |   |           |          |           |   |        |     |   |        |        |                                     |        |        |   |           |          |           |  |     |     |  |     |   |  |   |     |
| Self-Regulation   | 61.8     | 88.2             |           |                 |      |      |          |          |           |                 |      |      |   |           |          |           |   |        |     |   |        |        |                                     |        |        |   |           |          |           |  |     |     |  |     |   |  |   |     |
| Statement   | Pre-Test | Post-Test        |           |                 |      |      |          |          |           |                 |      |      |   |           |          |           |   |        |     |   |        |        |                                     |        |        |   |           |          |           |  |     |     |  |     |   |  |   |     |
| I know a variety of careers that are available to me with a technical college degree.   | 13.20%   | 75%              |           |                 |      |      |          |          |           |                 |      |      |   |           |          |           |   |        |     |   |        |        |                                     |        |        |   |           |          |           |  |     |     |  |     |   |  |   |     |
| I know the differences between technical colleges and universities.   | 22.40%   | 98.70%           |           |                 |      |      |          |          |           |                 |      |      |   |           |          |           |   |        |     |   |        |        |                                     |        |        |   |           |          |           |  |     |     |  |     |   |  |   |     |
| I know what a technical college is.   | 15.80%   | 93.40%           |           |                 |      |      |          |          |           |                 |      |      |   |           |          |           |   |        |     |   |        |        |                                     |        |        |   |           |          |           |  |     |     |  |     |   |  |   |     |
| Statement   | Pre-Test | Post-Test        |           |                 |      |      |          |          |           |                 |      |      |   |           |          |           |   |        |     |   |        |        |                                     |        |        |   |           |          |           |  |     |     |  |     |   |  |   |     |
| I can name 3 things I like about myself.  | 7.7      | 9.3              |           |                 |      |      |          |          |           |                 |      |      |   |           |          |           |   |        |     |   |        |        |                                     |        |        |   |           |          |           |  |     |     |  |     |   |  |   |     |
| When things are hard, I can keep trying.  | 6.3      | 9                |           |                 |      |      |          |          |           |                 |      |      |   |           |          |           |   |        |     |   |        |        |                                     |        |        |   |           |          |           |  |     |     |  |     |   |  |   |     |
| I know what I can do when someone is mean to me.  | 5        | 9.7              |           |                 |      |      |          |          |           |                 |      |      |   |           |          |           |   |        |     |   |        |        |                                     |        |        |   |           |          |           |  |     |     |  |     |   |  |   |     |

## SCHOOL COUNSELING PROGRAM GOALS

**Graph 1** The first goal of the School Counselor will be to decrease the number of chronic student absences at Foster Elementary, specifically targeting the student with the highest reported absences during the 2016-17 school year. When calculating the number of missed school day minutes, baseline data reported 31 full day absences being the highest attendance concern. The School Counselor's goal is to focus on closing the gap for this individual student by decreasing this number during the 2017-18 school year by a minimum of 5%. To accomplish this goal the Counselor will collaborate with the School Principal and Student Services Team to implement Tier 3 wraparound services. The Counselor will take part in training to become a Tier 3 facilitator for Foster Elementary. The Counselor will deliver Tier 3 services to help support the targeted student and family members to strengthen student-school connectedness and engagement.



**Graph 2** Baseline data reported 7 students receiving 6 or more ODR's during the 2016-17 school year, making up 52% of the school year's total reported ODR's. The Counselor's second goal is to decrease the percentage of ODR's coming from students obtaining 6 or more referrals during the 2017-18 school year by a minimum of 5%. This will be accomplished by collaborating with colleagues to implement a peer mentoring program to increase positive student connections and support, developing a student self-referral system for both individual and small group counseling services to better meet the social-emotional needs of students, and deliver Social Academic Instructional Groups (SAIG) to students who need behavioral re-teaching.

