

Houdini Elementary

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585 students



K-6

Tracy Aliota, School Counselor

Wisconsin School Counseling Program Accountability Report 2017

A continuous improvement document sponsored by the Wisconsin School Counselor Association

Principal's Comments

Tracy Aliota has made a positive impact on our school and community. Tracy has been a member of our PBIS team and also a Tier 2 team leader. Through her work in both areas Tracy has been able to identify students who need more support. This includes SAIG groups, Check In-Check Out, and individual counseling. Tracy continues to be a great resource to our families with a variety of topics.

School Climate and Safety

Houdini Elementary staff recognizes the positive effects of the implementation of PBIS on overall school climate and safety. With the school counselor's leadership, the staff is committed to its ongoing implementation with fidelity. Houdini Elementary earned "school of Distinction" from the Wisconsin PBIS Network. The school counselor is a leader in implementing PBIS with fidelity in Tiers 1 and 2 and is the Internal Site Coach (ISC) for Tier 2.

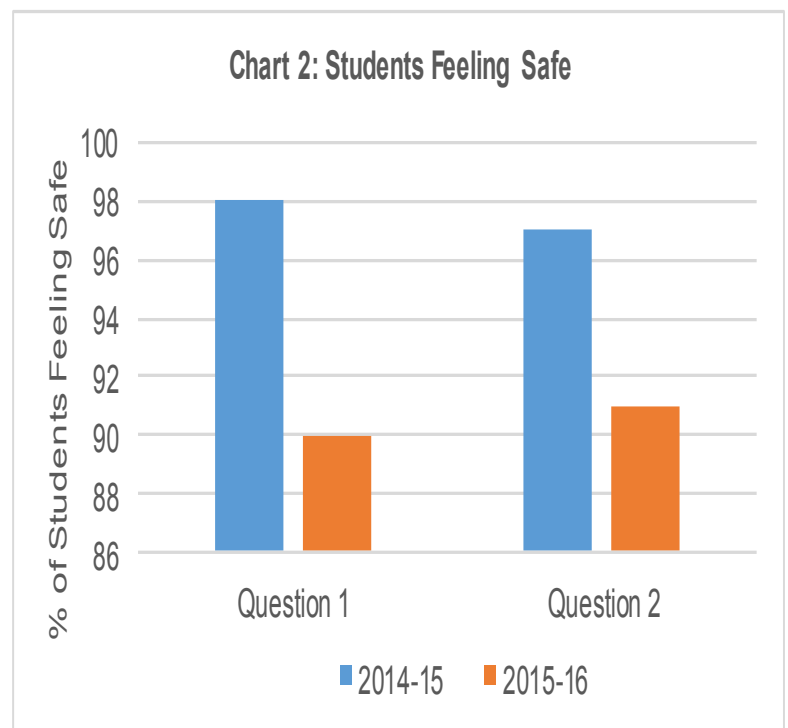
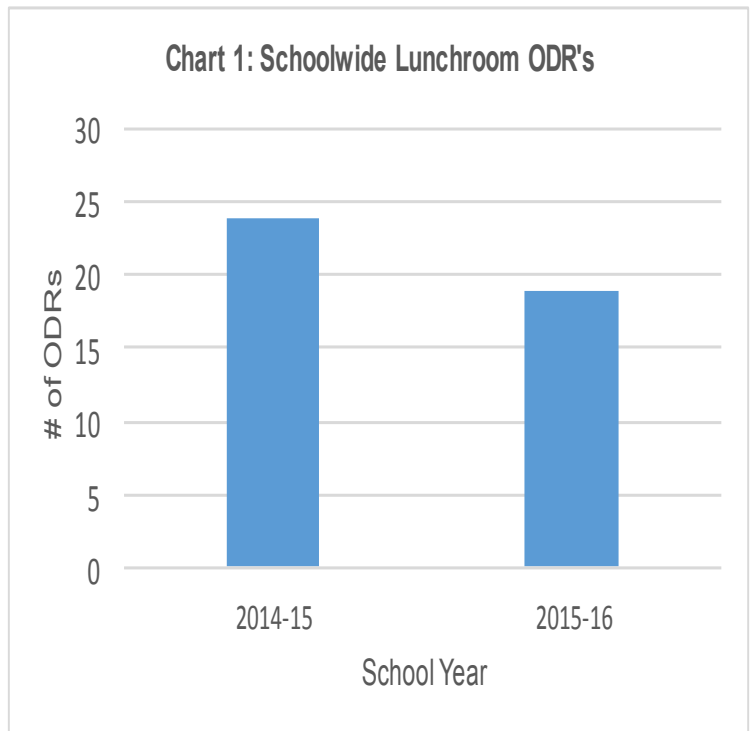
Chart #1

The school counselor uses data from School-wide Information System (SWIS) to track results of the PBIS program. The PBIS Team focuses on increasing positive behaviors by direct teaching of behavioral expectations and skills through our weekly social skills time. All staff gives students coupons for positive behaviors to increase those behaviors and reduce negative behaviors. We hold monthly celebrations and quarter recognition activities, which the school counselor helps plan and lead.

This school year, the school counselor has been closely monitoring the problem behaviors, through referrals, by location. The cafeteria has been a concern for procedures, noise levels and referrals. The school counselor spent time in the cafeteria several times a week and worked with staff with improving the procedures and expectations. Further, the counselor worked with a number of students individually reteaching and practicing expectations. The graph shows the referrals in the lunchroom have decreased by 20%. Peer mediators also were in the lunchroom daily to model appropriate lunchroom manners and behaviors.

Chart #2

The school counselor also asked students in grades 3-6 to complete a School Climate Survey, utilizing a 1-4 scale. Most of the scores were within a percentage point or the same from last year to this year. The graph illustrates the percentage of students this year to last year feeling safe in the lunchroom. The school counselor will work with administrators and PBIS universal committee to ensure procedures are in place. Further, the school counselor will teach one lesson, including a discussion why students may feel unsafe and then practice strategies if or when they are not feeling safe. At least once a week the school counselor is committed to being in the lunchroom. Visibility of counselor may encourage students to use strategies and another adult to talk with if needed.



Student Results

The school counselor addresses student needs according to the three domains of the American School Counselor Association (ASCA) and the Wisconsin Comprehensive School Counseling Model (WCSCM) standards: academic, personal/social and career development. Using data driven results is paramount to the implementation so the National and State Standards in order to develop, evaluate and improve student learning.

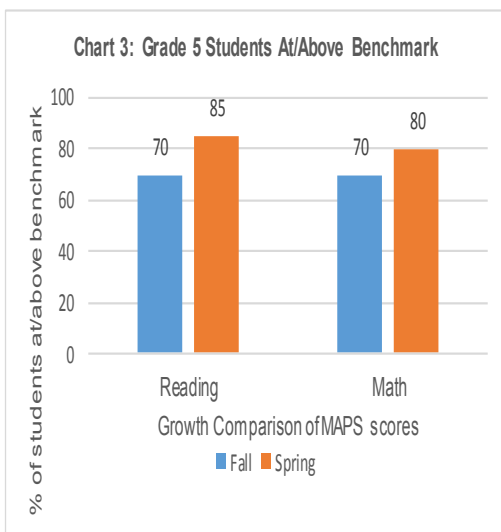
Academic

ASCA: B-LS4. Apply self-motivation and self-direction to learning

WCSCM: A.8.2.2 apply knowledge of learning styles to positively influence academic performance

The school counselor is cognizant of the importance of students understanding of their learning styles. Further, students need to apply their style as they are learning new material. Students in fifth grade were given a pretest, taught about the learning styles and then given a posttest. Forty-two of 75 students did not know their learning style but after the teaching by the school counselor, approximately 80% knew how to study using their own learning style. The chart below illustrates the growth of learning using MAP as a measure. The school counselor plays an important role for students learning.

Chart 3



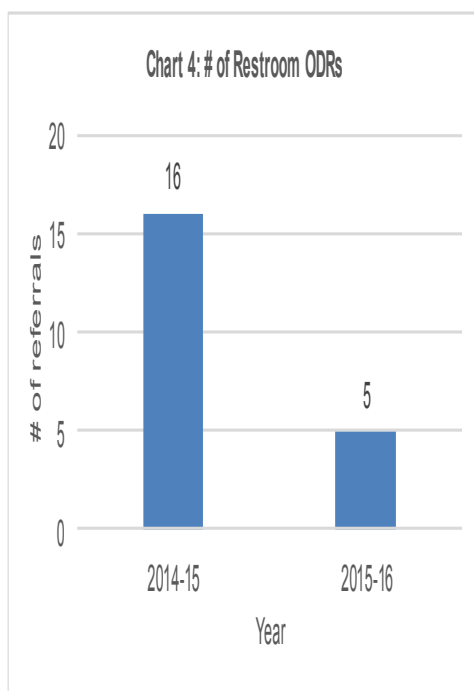
Personal/Social

ASCA: B-SMS2. Demonstrate self-discipline and self-control

WCSCM: D.4.1.3 demonstrate self-control
D.4.2.1 distinguish between appropriate and inappropriate behavior

SWIS data indicated many issues in the restrooms, especially with the primary students. Restroom ODRs have decreased due to the school counselor efforts, with the following strategies: Social Academic Intervention Groups (SAIG), reteaching, and certain students using health room bathroom or adult supervision outside of restroom. The graph indicates 69% decrease in ODRs in the restroom this school year.

Chart 4



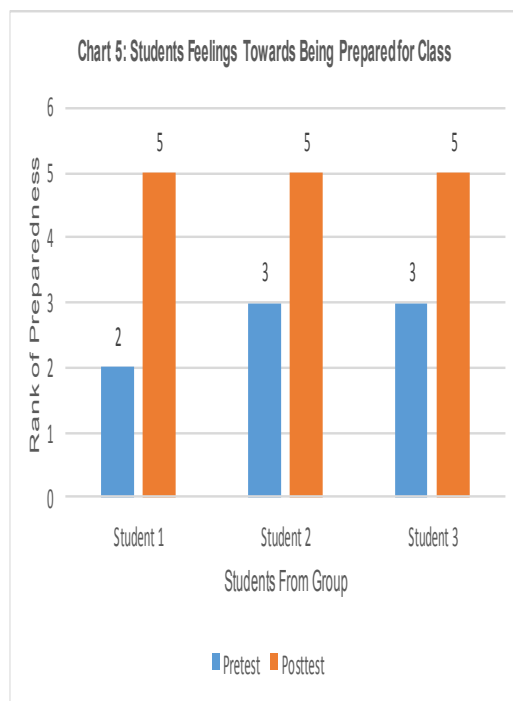
Career

ASCA: B-IS7. Identify long-and short-term academic, career and social/emotional goals

WCSCM: H.4.1.2 Acquire age-appropriate employability skills, such as organizing and problem solving

The school counselor provided a small group with eight 4th graders who were struggling with homework/assignment completion and organization. A pretest was given to each student, with individual goals set for each. Weekly monitoring with teachers and a posttest at the end of eight weeks. Chart 5 illustrates the changes in one area for three students.

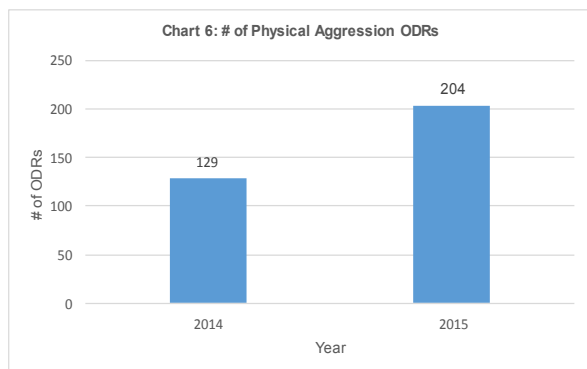
Chart 5



School Counseling Program Goals

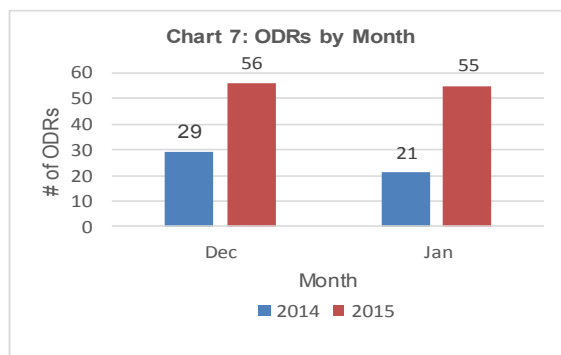
This past school year (2015-16) there was a significant increase of ODRs in the area of physical aggression. The school counselor will work with the PBIS Universal Committee and teachers to ensure regular teaching and practice so students have alternative behavior to respond. This will be through our weekly social skills time.

Chart 6



Our overall ODRs have increased this past school year. In looking more closely at the months, significant increases occurred in December and January. The school counselor will focus those months on ensuring boosters and reteaching expectations occur. More coaching, reteaching and modeling may need to be put into place.

Chart 7



Goals

By June 2018, the number of students receiving four or more ODR's will decrease by 10% compared to one year prior

By June 2018, the number of referrals from this target group will decrease by 10% compared to one year prior