

Lincoln Elementary School

1000 N. Mason Street, Appleton, WI 54914
Office: (920) 832-6270 Fax: (920) 832-6348
<http://lincoln.aasd.k12.wi.us/>

Principal: William McClone Grade
Levels: 4K-6
Enrollment: 400
District: Appleton Area School District
School Counselor: Crystal Schroeder



2016 Wisconsin School Counseling Program Accountability Report

A continuous improvement document sponsored by the Wisconsin School Counselor Association

Principal's Comment

The staff at Lincoln Elementary School believes that we need to educate Every Child – Every Day. We put an equal emphasis on the academic, social, emotional and physical needs of each child. We strongly believe in educating and growing the entire child. The School Counselor plays a very significant role in this process. Whether it is whole class instruction, small group work, Social Academic Instructional Groups (SAIG), Check in/Check out (CICO) or individual meetings, our School Counseling Program has impacted students' lives.

Our School Counselor is a leader at Lincoln in assuring that our framework for Positive Behavior Interventions and Supports (PBIS) is implemented with fidelity. As a school our office discipline referrals have been steadily decreasing since 2013. Around 80% of our students have 0-1 ODRs. We believe the positive trends in our data are a direct result of our universal and Tier 2 PBIS efforts. Our school counselor also provides small group instruction for students who may be prone to exhibiting certain behaviors. These small groups focus on strategies that can help students form strategies to avoid negative responses to situations and to think before acting. Additionally, our School Counselor serves as one of the Internal Site Coordinators for our school's Tier 2 PBIS efforts. These important Tier 2 efforts help provide support for students who are struggling.

We know that when we are meeting the social and emotional needs of our students they are more likely to 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 2015/16 school year 76% of the students were reading at or above grade level. 49% of the students were within 2 points of their target RIT in math and 59% were within 2 points of meeting their target RIT in Reading. The School Counseling Program played a very important role in this success.

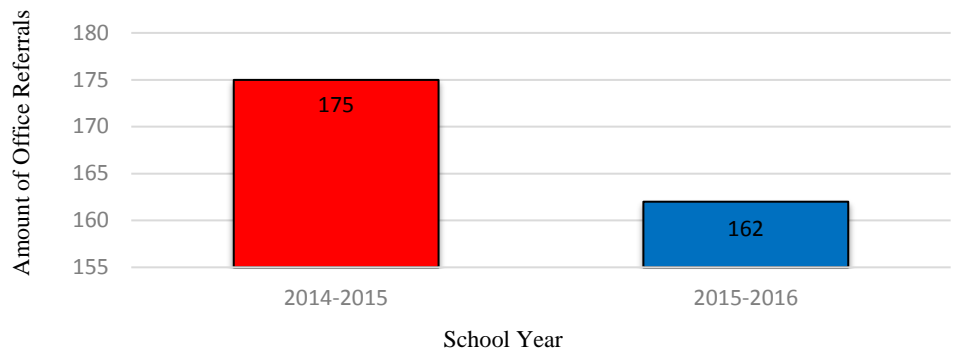
School Climate & Safety

The School Counselor at Lincoln Elementary School recognizes the positive effects of the implementation of Positive Behavior Interventions and Supports (PBIS) has had on overall school climate and safety. The counselor is an integral part of PBIS and serves as an internal site coordinator, check in/check out (CICO) facilitator, check in/check out data entry personnel, and making sure PBIS is implemented with fidelity. PBIS is the foundation to a positive learning environment and it provides students with clear behavioral expectations that are defined, taught, modeled, and positively reinforced by all staff members. Lincoln Elementary School has been recognized as a PBIS School of Distinction for the past four years.

As shown in graph one, the data displays an improvement in the amount of office referrals on the playground from 2014-2015 school year to 2015-2016 school year. This is a direct result of teaching PBIS social skills, working with students during the Pride recess program which re-teaches social skills to a smaller population of students that are struggling, as well as Social Academic Instructional Groups (SAIG) run by the counselor.

Graph 1

Office Referrals from the Playground

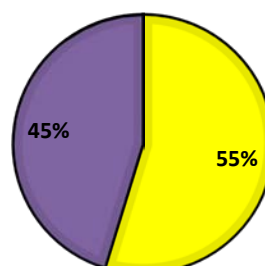


In addition, graph two shows a slight decrease in the amount of referrals in the classroom. This is due to classroom matrices and displaying expected behaviors throughout the school. Clear and consistent expectations allow for more instructional time and less disruptions. The counselor helps facilitate the teaching of expectations during guidance lessons and re-teaching of expectations during small group instruction for those students needing more assistance in understanding school-wide expectations.

Graph 2

Office Referrals in the Classroom

■ 2014-2015 ■ 2015-2016



Student Results

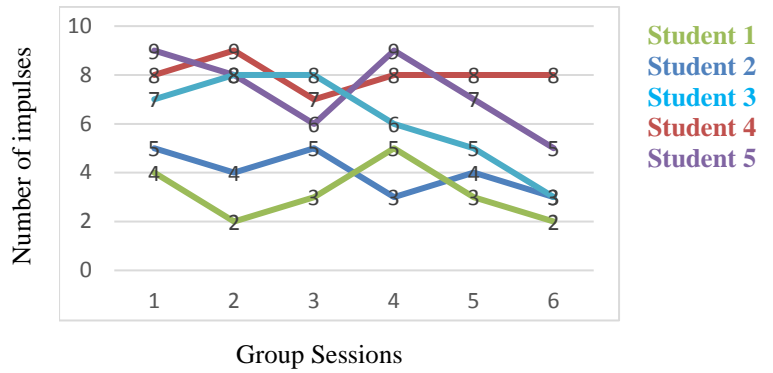
Academic Development

ASCA A:A.2 Acquire skills for improving learning A:A.2.1 Apply time-management and task-management skills.

WSCA A.1 Demonstrate an understanding of and responsibility for self as a learner. A.4.1.4 Identify and model personal attitudes and behaviors that lead to successful learning.

The counselor understands the importance of student success in academics. Based on teacher referral of Kindergarteners, five students were referred to a small group with the counselor to address impulse control due to their lack of focus in the classroom. Students participated in six group sessions with the goal to decrease the amount of impulses per group. Students were given immediate feedback as well taught relaxation techniques and "Stop and Think." Four of the five students decreased their overall impulses from the first group to the end of the six week group.

Impulses per Group Session



Personal/Social Development

ASCA PS:A.1 Acquire self-knowledge. PS:A.1.8 Understand the need for self-control and how to practice it.

WSCA D.2 Acquire and demonstrate acceptable interpersonal skills as it relates to understanding oneself and others.

D.4.2.1 Distinguish between appropriate and inappropriate behavior

The counselor recognizes the importance of using data in decision making. Based on number of office discipline referrals for physical aggression, four students (one 2nd grade, three 1st grade) were included in a SAIG group run by the counselor for six weeks. The counselor addressed school wide expectations, keeping hands and feet to themselves, play vs. rough play, respect towards self and others, self-esteem, and conflict resolution strategies. The graph shows the amount of referrals each student had before group, during group, and after group. Every student decreased the amount of office referrals they received throughout the year, with three students not receiving any office referrals at all the remainder of the year.

Physical Aggression Referrals



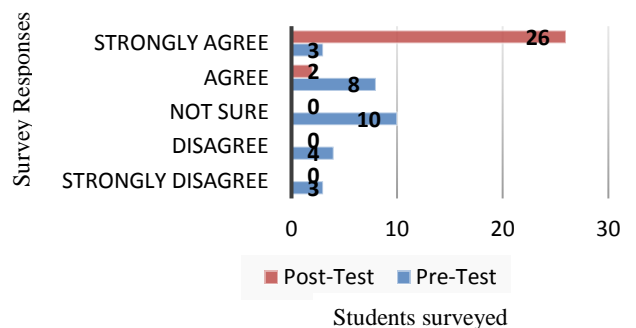
Career Development

ASCA C:A.1 Develop career awareness C:A.1.2 Learn about the variety of traditional and non-traditional occupations.

WSCA H.1 Attain educational achievement and performance levels needed to reach personal and career goals 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.

The counselor recognizes the importance of early career exploration. During the 2015-2016 school year, 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. A total of 28 sixth graders (72%) and 15 parents participated in this event. Students took pre and post-tests to assess their knowledge before and after the trip. The graph shows that all students attending this event had more of an understanding of programs offered at the Technical College. This is the third year our school has been given this opportunity and we are hoping that this wonderful event continues.

Student Knowledge of Tech Programs

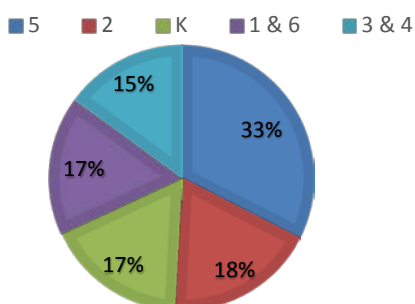


School Counseling Program Goals

The school counselor is committed to using data to continuously improve the School Counseling Program to best meet the needs of students and families while following ASCA and WSCA standards. The following are two goals that the School Counseling Program would like to address for the 2015-2016 school year.

Goal One: By June 2017, through the use of specific social skills, targeted guidance lessons and specialized SAIG groups, the 5th grade office discipline referrals will decrease by 15% from their data in June 2016.

REFERRALS BY GRADE JUNE 2016



Goal Two: Physical aggression continues to be the biggest problem behavior for Lincoln Elementary School. By June 2017, our goal is for physical aggression referrals to decrease by 10%. This goal will be accomplished by focusing on our primary students with lessons on respect, rules for appropriate play, problem solving strategies and specialized small groups

