



James Madison Middle School

"For All... By All... That's The Wildcat Way"

Appleton Area School District
2017 Enrollment: 707
Grade Levels: 7-8
Counselors: Kyle Balda & Shannon Schindel

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Principal: David Torrey

2017 Wisconsin School Counseling Program Accountability Report

A continuous improvement document sponsored by the Wisconsin School Counselor Association

PRINCIPAL'S COMMENTS

As principal of James Madison Middle School I am proud to present our Wisconsin School Counseling Program Accountability Report (WSPAR). The mission of James Madison Middle School, through a partnership of students, families, staff and community, is to be responsive to individual needs as we engage students, believing that all can and will learn, so they will be high school, college and career ready. Our school counselors are an integral part of our school's mission and have taken significant steps in responding to student needs. As a result of their efforts, students continue to be positively impacted as a result of our school counselors and the school counseling program.

Each year James Madison Middle School Counselors provide an array of services for our students. This includes the development and delivery of small group opportunities, building strong relationships with all school stakeholders, delivering school counseling curriculum to all 7th and 8th graders, promoting student involvement, and providing one on one individual counseling to address specific student needs. Additionally, our counselors have and continue to collect and analyze data to ensure they are focused on relevant areas of student concerns.

Although I have many examples, I would like to share two specific examples. In the first example, our school counselors have collaborated with our district's African American cultural and student support specialists along with administration to implement a mentorship program focusing specifically on male students who have struggled with office discipline referrals (ODR). The mentorship program (Men of Distinction) focused on goal setting, time management, communication, and the importance of relational development. In the second example, as a Positive Behavioral Intervention and Supports (PBIS) school, our school counselors are key members to the PBIS Team. This year our school counselors spent significant time desegregating office discipline referrals (ODR) data by looking at the incongruences of gender, race, and ethnicity. Finding a correlation between missing time in the classroom and academic performance helped bring an awareness to help our school's culturally responsive practices committee take action and presented significant data at staff trainings to help teachers refocus on the whole child. Utilizing data, while being cognizant of student needs has always been at the forefront of our school counseling program here at James Madison Middle School.

SCHOOL CLIMATE AND SAFETY

We believe all students have the right to feel safe and secure in school, and a secure learning environment is key to the personal and educational growth of all students. We have contributed to the overall school climate and safety in a variety of ways including active student supervision, facilitation of conflict mediations, prevention and response to harassment and bullying, small group opportunities, and implementation and support of the "Wildcat Way," an all school initiative in which respect, responsibility, and safety are the focus points. While being on James Madison's PBIS committee we have helped develop and implement the delivery of those expectations to students, positively reinforcing behaviors in all school settings.

Chart 1

Data acquired from our student behavioral database system has shown evidence of above average Office Discipline Referrals (ODR) for major offenses in the 2015-2016 school year. With support of the (PBIS) committee we have seen positive student outcomes due to our thorough implementation of PBIS programming. Behavioral data from ODR's indicates a decrease in major ODRs by 21 (2016 - 2017: 207 ODR's in comparison to 2015 - 2016: 228 major ODR's). We attribute the decrease in ODR's to a variety of factors including: active hallway supervision, increase in lunch supervision, revamped ODR and behavior continuum, and bringing back the importance of student and staff relationships. In considering school climate, we have seen an increase in participation in our school's Wildcat Way Recognition days. Previously we saw approximately 92% of students who were able to attend these quarterly school-wide events. We are currently seeing approximately 95% of students who are able to attend.

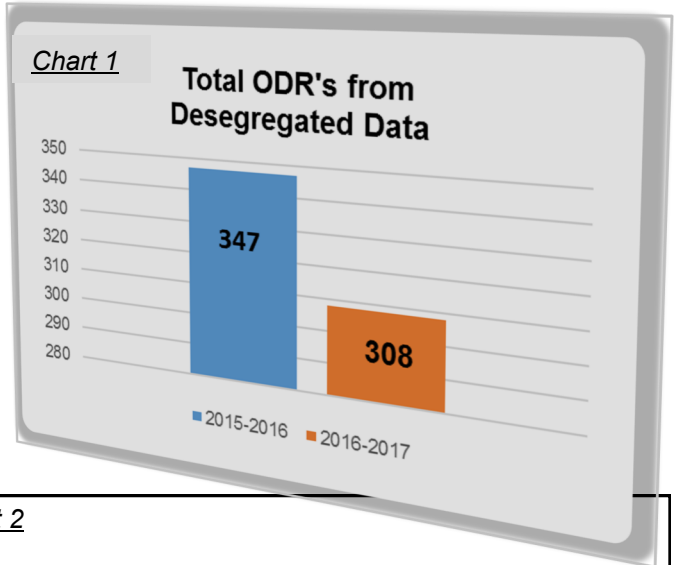
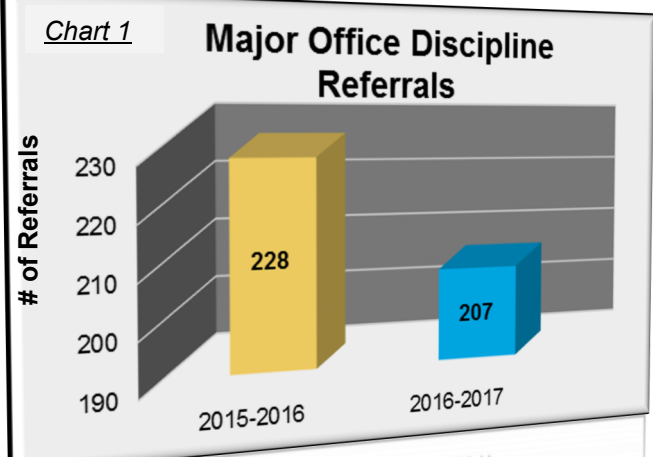


Chart 2

The second chart compares desegregated minor and major ODR data over the past two years. An overall decrease was found when comparing the ODR's of male students of color. Behavioral data from ODR's indicates a decrease in both major and minor ODRs by 39 (2016 - 2017: 308 ODR's in comparison to 2015 - 2016: 347 major ODR's). We attribute the decrease in ODR's to a variety of factors including building capacity with staff through our cultural responsive practice committee staff trainings, mentorship programming (men of distinction) and individual relationships with students of color and the student service team members. As counselors, more time was devoted to connecting earlier in the year to maintain a positive relationship with targeted students and continued participation within men of distinction helped bridge the much needed relational component with a trusting and empathetic student counselor relationship.

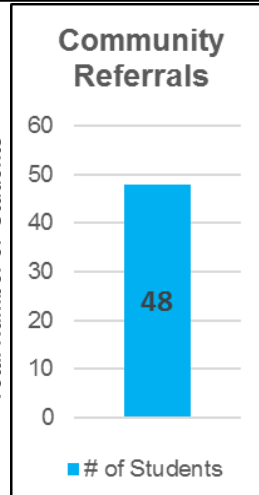
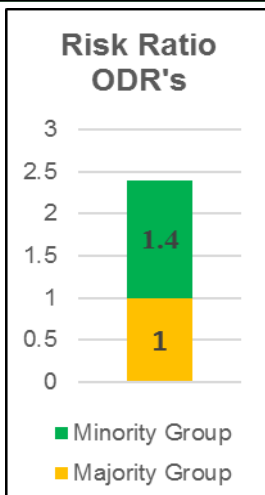


STUDENT RESULTS

Academic	Career	Personal/Social																														
<p>ASCA A:B2.6 Understand the relationship between classroom performance and success in school</p> <p>WCSCM B.1 Apply the skills necessary to improve learning and make successful academic transitions B.8.1.1 Demonstrate the importance of motivation to achieve individual potential</p> <p>A strategy to increase student connectedness and increase overall academics was implemented this year. In the 2015-2016 school year, baseline data showcased 568 D/F's during the 4th quarter. A student connection survey, called "reverse dots" (where students responded to which staff members they felt they had a connection with) found 48 students who reported no connection at all at the beginning of the year. With feeling connect as a vital contributing factors in student absences and engagement we placed an emphasis on connecting and getting to know these students. The survey was administered again at the end of the year with results decreasing to only 28 students who felt no connection. As the number of students who felt they had no connection with a staff member went down we saw a decrease in students earning a D/F during the 4th quarter as well! The following graph indicates the results of our efforts. We have seen an increase in connectedness as well as a decrease in D/F's in the 4th quarter. (568 D/F's 2015-2016 compared to 460 D/F's 2016-2017) that is a decrease of 108 fewer failing grades!</p>	<p>ASCA C:C1 Acquire knowledge to achieve career goals C:C1.3 Identify personal preferences and interests influencing career choice and success</p> <p>WCSCM G.1 Develop the ability to make informed career decision based on self-knowledge G.8.1.1 Demonstrate individual abilities, strengths, skills, and talents</p> <p>During the 2016-2017 school year we delivered career lessons to help all students with their Academic and Career Plan (ACP). Our goal was to help students have a successful transition to high school. Graduation requirements, involvement opportunities, and an understanding of course options were key components in our lessons. Pre test surveys were given to all 8th grade students at the beginning of their ACP course to better assist the needs of our students. Pre test data showed a low percentage of students who strongly agreed they felt comfortable and understood their options when choosing high school classes. Along with career lessons we provided Individual Planning Conferences (IPC) for 8th grade students and their parents to further their understanding of the high school experience. Post test surveys were completed at the conclusion of the IPC. After delivering career lessons and facilitating IPC's during the 2016-2017 school year, post test results show a significant increase in student understanding of course options as a result of our efforts and the continued help and support through our ACP process at our school.</p>	<p>ASCA A:A1 Develop positive attitudes toward self as a unique and worthy person A2.3 Recognize, accept and appreciate individual differences</p> <p>WCSCM D.2 Acquire and demonstrate acceptable interpersonal skills as it relates to understanding oneself and others</p> <p>As a result of the increased number of mental health and behavioral referrals on the rise we have placed a strong emphasis on our self esteem small group counseling opportunities for the 2016-2017 school year. With increasing number of students who self refer and sign up for our self esteem small groups we set out to provide a more proactive environment. Student data from 2016-2017 showed promise as we had 17 students self refer and sign up for our self esteem small group counseling opportunities. Pre and Post test results show an increase of 1.7 on a 5 point Likert scale when asking students if they have the knowledge and are able to use positive strategies to build up their self confidence. These results yield a 67% change in students knowledge and behavior! By capturing the impact on students who self refer and sign up for our self esteem small group counseling opportunities we saw an improvement on student thinking/perception. Furthermore, 92% of students reported using the skills they learned while participating in our self esteem small group opportunities via pre/post group surveys. And 97% of students said they would recommend it to a friend!</p>																														
<h3 style="color: #4CAF50;">4th Quarter D/F's</h3> <table border="1" style="margin: 10px auto;"> <thead> <tr> <th>Year</th> <th>Total Number of Failing Grades</th> </tr> </thead> <tbody> <tr> <td>2015-2016</td> <td>568</td> </tr> <tr> <td>2016-2017</td> <td>460</td> </tr> </tbody> </table>	Year	Total Number of Failing Grades	2015-2016	568	2016-2017	460	<h3 style="color: #4CAF50;">Transition to High School Student Understanding</h3> <table border="1" style="margin: 10px auto;"> <thead> <tr> <th>Response</th> <th>Pre Test (%)</th> <th>Post Test (%)</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Disagree</td> <td>1%</td> <td>7%</td> </tr> <tr> <td>Neutral</td> <td>25%</td> <td>6%</td> </tr> <tr> <td>Agree</td> <td>44%</td> <td>59%</td> </tr> <tr> <td>Strongly Agree</td> <td>29%</td> <td>28%</td> </tr> </tbody> </table>	Response	Pre Test (%)	Post Test (%)	Strongly Disagree	0%	0%	Disagree	1%	7%	Neutral	25%	6%	Agree	44%	59%	Strongly Agree	29%	28%	<h3 style="color: #4CAF50;">Self Esteem Small Group</h3> <table border="1" style="margin: 10px auto;"> <thead> <tr> <th>Test Type</th> <th>Rating Scale</th> </tr> </thead> <tbody> <tr> <td>Pre Test</td> <td>2.3</td> </tr> <tr> <td>Post Test</td> <td>4</td> </tr> </tbody> </table>	Test Type	Rating Scale	Pre Test	2.3	Post Test	4
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SCHOOL COUNSELING PROGRAM GOALS

Our first goal will be to decrease the number of student ODR's within our minority student population. Our focus will be placed on improving our school's culturally responsive practices at the universal level of PBIS. In the 2016-2017 school year, baseline data acquired from EduClimber found a disparity in the "Risk Ratio" of minority student ODR's, compared to majority student group during the same timeframe. (For every 1 ODR received from the majority group an average of 1.4 ODR are received from the total population are minority students) Our goal is to increase culturally responsive practices, decrease ODR disparities, and provide a more welcoming learning environment for all students at James Madison.



Our second goal is to decrease the total number of students referred to a community resource by providing more proactive mental health interventions here at James Madison. Results from our 2016-17 student assistance programming end of the year summary reported 48 students who were referred to a community resource or outside counseling. Although outside referrals are an important role in our profession, we feel we can be doing more to be proactive and support our students and families. Our goal is to decrease by 5% as we move throughout the 2017-2018 school year by helping students and parents feel more connected to our school.