



Badger Bulldogs



**2017 Wisconsin School Counseling Program Accountability Report**

**A continuous improvement document sponsored by the Wisconsin School Counselor Association**

**Grade Levels**  
Kindergarten-Sixth Grade

**Enrollment:** 360 Students

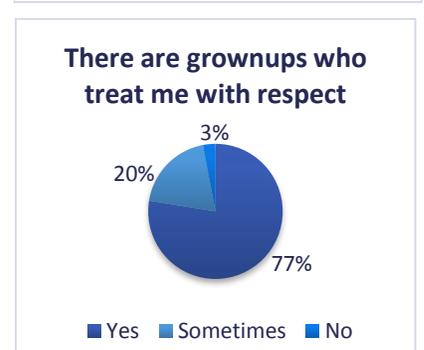
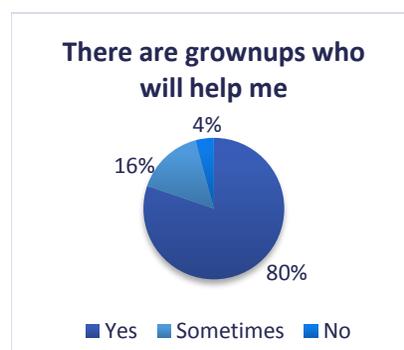
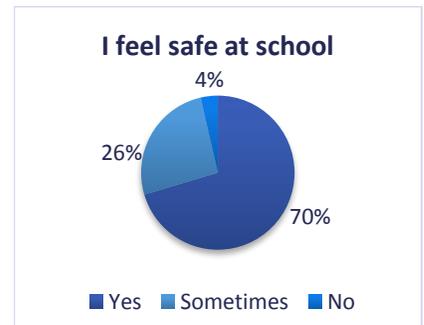
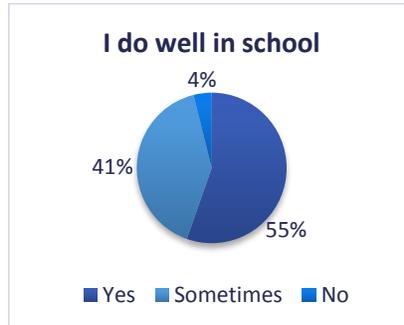
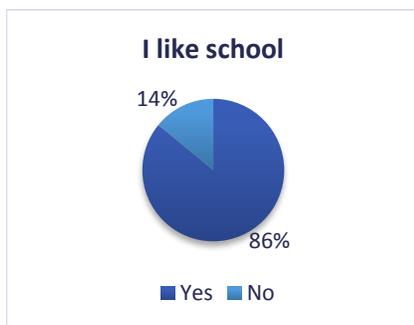
**School Counselor**  
Renee Luniak

**Principal's Comments**

As principal of Badger Elementary School, I am pleased to share some of the school counseling program highlights for the 2017 Wisconsin School Counseling Program Accountability Report. Badger's counseling program is directly aligned with the Wisconsin Comprehensive School Counseling Model and supports our Continuous School Improvement Plan (CSIP) as we strive to meet the individual needs of each and every student that we serve. While our school counselor is critical support for many students and school-wide initiatives, I will highlight two specific areas that have had a positive impact on our students. Badger has been a PBIS school for seven years and this is our third year of being a PBIS Tier II school. Our Tier II Team meets biweekly and reviews student behavioral data and discusses interventions for students who are not responding to universal instruction. Our counselor works with the team to design an intervention to meet the social and behavioral needs of targeted students. The counselor communicates with the classroom teacher and parents and monitors the student's response to the intervention. We have documented positive outcomes with the Tier II interventions and there has been a decline in the number of office referrals for those students. Another initiative that has positively impacted our students is the Lunchtime Leader Program. Our counselor identifies fourth, fifth and sixth grade students and provides training so the Lunchtime Leaders can work with primary age students to teach them how to play cooperatively during the recess periods and lunch time. Lunchtime Leaders are paired up and are assigned to a primary classroom. Every Monday they plan recess activities and interact with their assigned classroom students. This has been a positive experience for both the leaders and the primary students. Our school counselor plays an important role in our work to reach every child, every day. She is knowledgeable and successfully implements the Wisconsin School Counseling Model. She is passionate about her work and strives to meet the needs of the students we serve.

**School Climate & Safety**

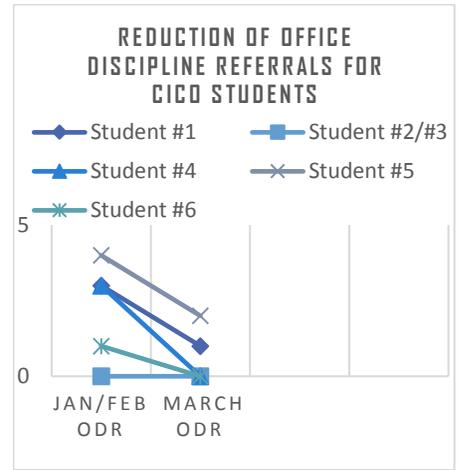
Badger is in its seventh year of Positive Behavioral Interventions and Supports (PBIS) and is in its third year of being a Tier II school. Our school-wide expectations have been established and each classroom has developed their own classroom behavior matrix. We have a school-wide reward system that students can earn individual "Badger Bulldog" tickets and cash their tickets in at the Bulldog Boutique store. Tickets can also be drawn for special incentives at our all school celebration assemblies. Students receive thirty minutes of social skills training each week. They have learned the strategy Stop, Walk and Talk to deal with bullying behaviors and the Debug System to deal with teasing. We also promoted Kindness Month during the month of February. A buddy bench was also reintroduced on our playground. Students in grades kindergarten through sixth grade completed a School Perception Survey in February and June. Results from the 322 students completing the February survey are as shown. Eighty-six percent of our students surveyed responded that they like school. Ninety-six percent of our students responded either yes or sometimes to the statements, "I do well in school" and "I feel safe at school". Ninety-eight percent of our students reported yes or sometimes to having friends at school. Our CSIP goal of creating a healthy school culture through building relationships through culturally responsive social practices was reflected in the responses of yes or sometimes by ninety-six percent of our students indicating a grown-up at Badger will help them and ninety-seven percent sharing they are treated with respect by grown-ups at Badger.



## Student Results

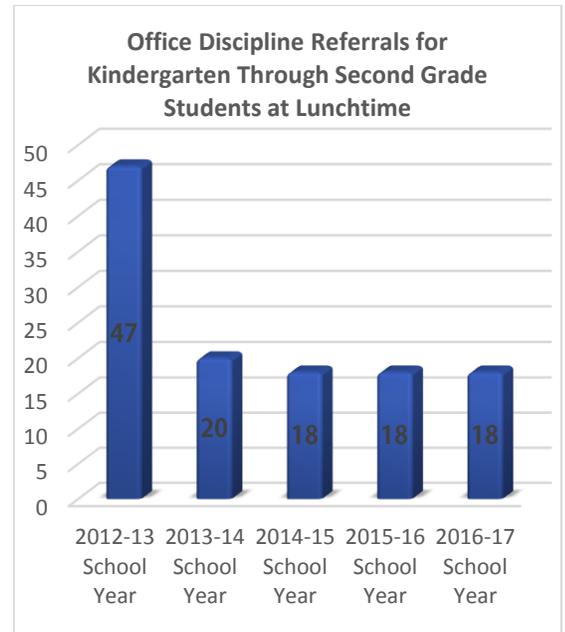
**Academic Development** ASCA Standards: A:A1.5 *Identify attitudes and behaviors which lead to successful learning*, A:A3.1 *Take responsibility for their actions*. WI Standards: A.4.1.4 *Identify and model personal attitudes and behaviors that lead to successful learning*, A.4.3.1 *Take responsibility for actions*.

Students are referred to Check In Check Out (CICO) after receiving 3 or more office discipline referrals within a four week period or per teacher request. The initial goal was to reduce office discipline referrals for students enrolled in Check In Check Out by at least 50%. A mid year snap shot of our data shows a reduction in ODR's for 4 of the 6 students enrolled in Check In Check Out with 2 students remaining the same with no referrals in that time period between January and March. Check In Check Out program had an overall 100% reduction in office discipline referrals as measured by eduCLIMBER data.

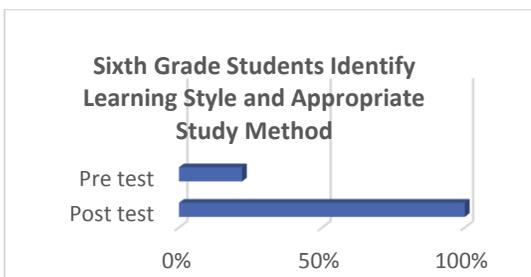


**Personal/Social Development** ASCA Standard: PS:A19 *Demonstrate cooperative behavior in groups*. WI Standard: D.4.2.5 *Describe and demonstrate socially acceptable group behavior*.

We developed a Lunchtime Leader program in the 2013/14 school year to address the high number of office discipline referrals in kindergarten through second grade on the playground. Fourth, fifth and sixth grade students were trained to serve as role models, lead recess activities, and teach social skills to the younger students during their recess and lunch times. Lunchtime Leaders were assigned a classroom and mentored their assigned classrooms every Monday during lunchtime throughout the school year. The overall goal was to reduce office discipline referrals occurring on the playground during lunch recess for students in grades kindergarten through second grade by 50% as compared to the previous year's PBIS data. This goal was met the first year the program was implemented but the number of ODR's currently remains the same between this year and last year's data as identified by eduCLIMBER. Although the number of ODR's at lunch recess remains the same, the average number of ODR's on a Monday is 50% less than ODR's on all other days during lunchtime (2 on Monday compared to 4 on all the rest of the days for the 2015-16 school year). In addition, there was only one ODR written for physical aggression on Mondays during the 2016-17 school year which demonstrates the Lunchtime Leader program had an impact on student behavior.



**Career Development** ASCA Standard C:C1.3 *Identify personal preferences and interests which influences career choices and success*. WI Standard G.8.1.1 *Demonstrate individual abilities, strengths, skills, and talents*. H.8.1.3 *Identify individual learning styles and understand how to apply them to different learning and work situations*.



A pre and post test was administered to 32 sixth grade students on individual learning styles and how to best utilize their identified learning style while studying. Students were given instruction on learning styles and completed a learning styles inventory on the Career Cruising website. The pretest indicated that 7 students (22%) could accurately self-identify their learning style and appropriate study method. The post test showed that 100% of the students accurately matched their self-identified learning style to the appropriate study method as compared to 22% in the pretest.

## School Counseling Program Goals

We identified through data compiled in eduCLIMBER that the majority of our office discipline referrals are categorized as physical aggression. During our 2015/16 school year we had 168 physical aggression referrals initiated by 42 students. To address this concern, a school-wide implementation of the Zones of Regulation was a focus during our Cool Tool time which is 30 minutes per week for every class. Specific Social Academic Instructional Groups (SAIG) were determined by our Tier II team to provide more individualized instruction in the area of emotional regulation and mindfulness. A thirty-seven percent reduction in office discipline referrals for physical aggression was shown between the years of 2015/16 and 2016/17. Our program goal is a further decrease office discipline referrals in the area of physical aggression by at least 20 percent for the 2017/18 school year as compared to last year's data. SAIG groups will continue to be formed based on data reviewed by the Tier II team. In addition, there will be a school-wide implementation of Second Step, a social emotional skills curriculum which focuses on empathy, impulse control and anger management, during our Cool Tool time. Lastly, a school-wide soft landing time will be scheduled daily in every classroom which allows students the opportunity to become grounded and ready to learn.

