

Wilson Middle School

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Principal: Mark McQuade
Associate Principal: Debra Moreland
Grade Levels: 7-8
Enrollment: 433
District: Appleton Area School District
School Counselor: Crystal Schroeder

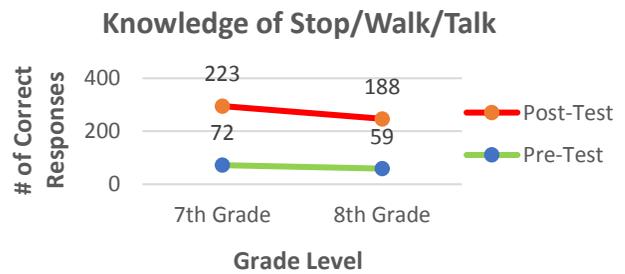
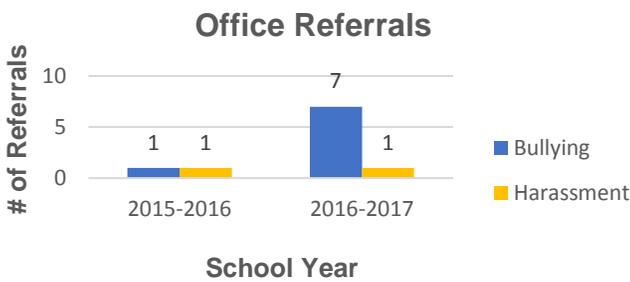
2017 Wisconsin School Counseling Program Accountability Report
 A continuous improvement document sponsored by the
 Wisconsin School Counselor Association

Principal's Comment

The staff at Wilson Middle school is dedicated to educating the whole child with the clear understanding that academic achievement and social/emotional growth are closely intertwined. We know a child cannot achieve one without attending to the other. Our school counselor plays an integral role in supporting each child in helping them to reach both their academic and social/emotional growth goals. For example, as a middle school, Wilson follows a teaming model for instruction. The counselor attends and facilitates each of six weekly "kid talk" team meetings where student strengths and needs are discussed and supports are determined. During these meetings the students are recommended by staff for proactive social/emotional small groups which are run by the counselor. An example of the effectiveness of small groups for our students was a group which was run by the counselor in 2016-2017 which supported students in increasing self-esteem. Before participating in the group 72% of the members stated they had low self-esteem. After participating in the small group and using what they learned in group throughout the year, 92% stated they had high self-esteem. Positive self-esteem leads to a growth mindset which is important for student academic and social/emotional growth. Another example of how the guidance program and the school counselor impacts our students at Wilson is through life goal setting. As of 2017, the Wisconsin DPI has mandated districts to implement Academic and Career Planning (ACP) into their curriculum with the mission to "Empower all student to travel TO adulthood" to create a personalized path through education to a career with the support of adults in their lives. At Wilson this includes a one quarter ACP class for both 7th and 8th graders, counselor facilitated high school/career planning meetings for each 8th grader and their parents/guardians and participation in a field trip to the annual community Career Expo for the 8th graders which is planned by the school counselor. Through the ACP curriculum, career/education activities and goal setting, students find purpose in their education which results in increased engagement and at least 72% of students being able to identify a career cluster of interest.

School Climate & Safety

The School Counselor of Wilson Middle School recognizes the positive effects of Positive Behavior Intervention and Supports (PBIS) and its effect 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 and supports staff in 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. Wilson Middle School has been recognized for their PBIS efforts the past several years. The Counseling Program addresses the topic of bullying and harassment yearly through developmental guidance lessons and PBIS expectation stations. An area of focus is educating students on what to do if bullying/harassment is happening to themselves or someone they know. Three simple words define the expectations we have for our students in terms of reporting. The concept of Stop/Walk/Talk was introduced in elementary school and carry with students into middle school. This review and re-teaching was included in guidance lessons and students were surveyed prior to the lesson and again afterwards to gauge their level of understanding with the three reporting steps.

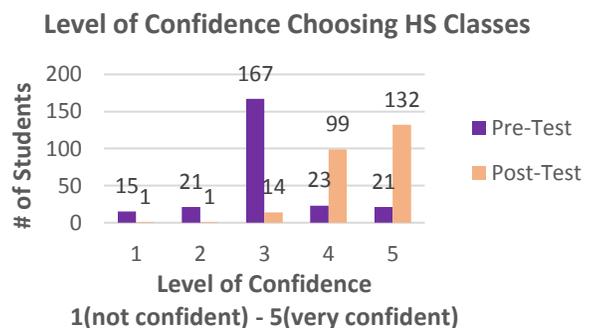


Student Results

Academic Development

ASCA A:B.2 Plan to achieve goals A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement WSCA B.2 Apply knowledge in establishing and achieving academic goals. B.8.2.2 Use assessment results in educational planning.

One of the goals of the Counseling Program is to help 8th graders understand the importance of continuing education in hopes of creating a successful transition to high school. Classroom discussions were held detailing course options available for Freshman, graduation requirements, co-curricular activities and post-secondary options. At the start of these discussions, students were administered questionnaires to understand their level of high school knowledge. Along with classroom presentations, their Academic and Career Planning course, and running Planning Conferences for students and parents, we were able to show a connection between home and a team approach to helping students. Follow-up questionnaires were given at the end of the conference to see overall levels of understanding and confidence in selecting their high school classes.

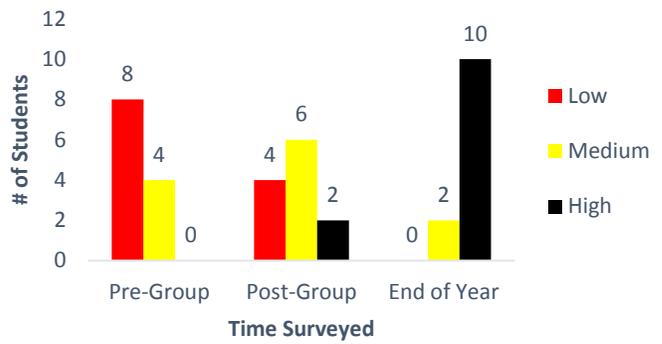


Personal/Social Development

ASCA PS:A.1 Acquire self-knowledge PS:A.1.1 Develop positive attitudes towards self as a unique and worthy person. WSCA D.1 Acquire and demonstrate self-awareness and self-acceptance as it relates to understanding oneself D.4.1.4 Identify personal strengths and assets.

Mental health concerns continue to increase. In order to be proactive in assisting our students with these needs, a small group was held to help address student's levels of self-esteem. The group targeted twelve 7th grade girls from staff and student requests who reported low levels of self-esteem on a pre-group questionnaire. The group ran a total of 8 weeks, meeting once per week. Several issues related to self-esteem were addressed in group. At the end of 8 weeks, the questionnaire was given again. The counselor also followed up with each girl individually at least once per month and held a group luncheon once a month as well. At the end of the year, the questionnaire was given a final time. Results show an increase in self-esteem throughout the school year.

Feelings of Self-Esteem

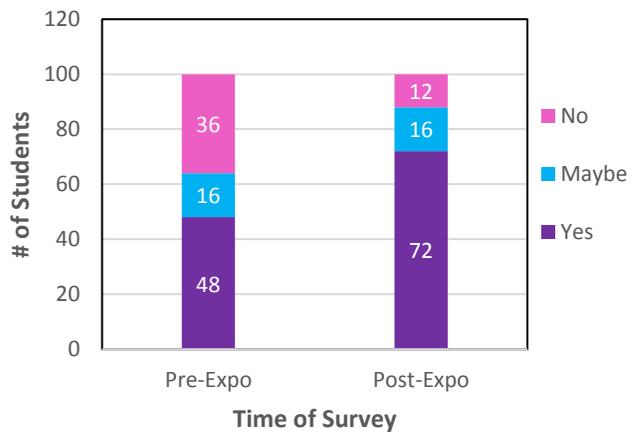


Career Development

ASCA C:A.1 Develop career awareness C:A.1.2 Learn about the variety of traditional and non-traditional occupations. WSCA G.1 Develop the ability to make informed career decisions based on self-knowledge. G.8.1.1 Demonstrate individual abilities, strengths, skills, and talents.

All 8th graders take part in an Academic and Career Planning course. At the conclusion of the course, students were invited to participate in a Career Expo. A grant was acquired allowing all students to participate free of charge. 98% of our 8th graders attended. Students heard from several area businesses and were able to take part in hands on demonstrations and ask questions about educational requirements, positive and negative aspects of the careers and get a better understanding of roles and responsibilities. Students were given pre and post questionnaires about the expo. Results show that upon conclusion of the expo, students had a better understanding of a career cluster of interest that aligned with their future work-related goals.

Identifying a Career Zone/Cluster of Interest

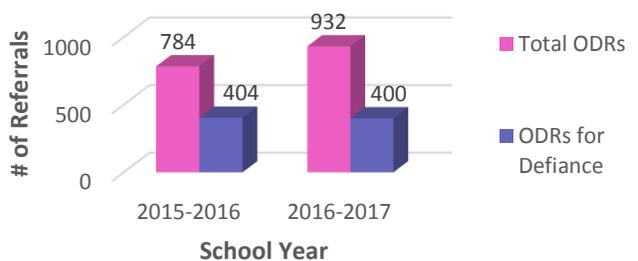


School Counseling Program Goals

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 2017-2018 school year.

Goal One: By June 2018, the amount of office referrals for defiance will decrease by 10%. This will be accomplished by continuing to use a trauma sensitive lens by implementing the Second Step Curriculum, continuing to teach and re-teach expectations, and support students using the tiered interventions of PBIS.

Office Referrals



Goal Two: By June 2018, the amount of mental health hospitalizations will decrease by 10% from the previous school year. This goal will be accomplished by focusing on mental health topics in daily target time classes, getting students serviced through the Providing Access to Healing (PATH) Program and targeting specific students to participate in the annual wellness screening at our school.

Mental Health Services

