

# Sheridan Elementary School

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 Home of the Sheridan Wolves

## 2010 Support Personnel Accountability Report Card for Wisconsin A continuous improvement document sponsored by the Wisconsin School Counselor Association



### *Principal's Comments*

As the principal of Sheridan Elementary School, I am pleased to have a highly qualified, dedicated, and passionate student support personnel team. Through the implementation of a comprehensive school program, based on the American School Counseling Association (ASCA) and Wisconsin state standards, the support personnel team has developed many strong services to promote success in academic, personal/social, and career development. Besides their commitment to students' developmental needs, the support personnel team also plays a vital role in school safety. This team of individuals is the foundation of Sheridan's Positive Behavior Interventions and Supports (PBIS) program, which directly supports a safe learning environment. The focus for improvement goal was to implement PBIS to fidelity at the universal level. Sheridan scored a 77% on the Benchmarks of Quality Assessment, with 70% being the necessary score for implementing at fidelity. I am pleased to see the school climate and safety improving at our school.

### *Student Support Personnel Team*

The SSPT incorporates the Wisconsin Comprehensive School Counseling Model (WCSCM) and the National Model Framework for all School Counseling programs at Sheridan Elementary School. The school counselor works diligently to provide a comprehensive school counseling program that is designed, coordinated, implemented, and evaluated in correlation with the needs of all Sheridan students.

Classroom instructional lessons, individual and small group meetings are implemented by the school counselor and provide guidance to students in the areas of academic, personal/social, and career development. The SSPT assists in identification of students who would benefit from more targeted interventions in the three domains. The SSPT is actively involved in student and parent meetings, BCT meetings, and special education referrals and the creation of an individual education plan (IEP), if warranted.

The SSPT strives to help each student at Sheridan achieve in the areas of academic, personal/social, and career development. The SSPT plays a vital role in the implementation of the PBIS program, which is a school-wide program that structures the learning environment to support both academic and social successes of all students.

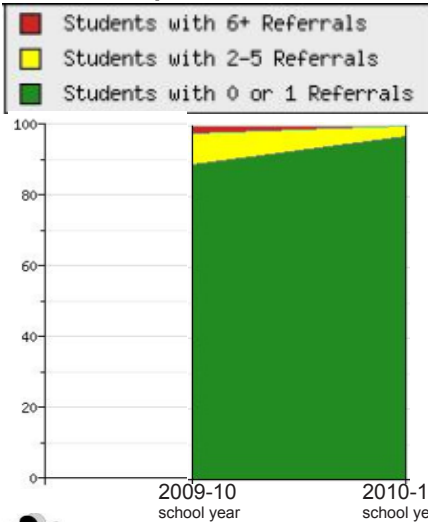
Title	Education	Experience (in years)	Membership/Associations/Organizations
Principal	Master's Degree	8	Member of Association of Wisconsin School Administrators (AWSA), Boy Scouts and 4-H Urbanization Committees, volunteer for Sheboygan Youth Football, PBIS Leadership Team, School-Wide Information Systems (SWIS) Facilitator, Building Consultation Team (BCT)
School Counselor	Master's Degree	9	Member of Wisconsin School Counselor Association (WSCA), Adjunct and E-Learning Instructor Concordia University, PBIS Leadership team, BCT
School Psychologist	Master's Degree	28	Member of Wisconsin School Psychologists Association (WSPA), National Association of School Psychologists (NASP), District Safety Committee, PBIS Leadership team, BCT
School Nurse	Master's Degree	28	Wisconsin School Nurse of the Year 2009, Sheboygan Strikers Board Member, Member of the Wisconsin Association of School Nurses (WASN), Member of the National Association of School Nurses (NACN), BCT
Reading Specialist	Master's Degree	26	Member of Wisconsin State Reading Association (WSRA), International Reading Association (IRA), Interlake Reading Council, Boy Scout Leader, Church Involvement, BCT, curriculum writer for Bookworm Gardens
School Social Worker	Master's Degree	21	BCT
Parent Involvement Coordinator	Master's Degree	16	Hispanic/Latino Task Force Committee, BCT
Family-School Liaison	Bachelor's Degree	28	Wisconsin Speech and Hearing Association, Marketing Committee, BCT
Speech & Language Therapist	Master's Degree	12	School Effectiveness Team (SET), District Technology Committee, North High Booster Club, volunteer with Girl Scouts and Sheboygan Strikers
Learning Disabilities Teacher	Master's Degree	27	Member of Emotional-Behavioral-Disabilities (EBD) Support Group, Certified Instructor of Nonviolent Crisis Intervention (Senior Level), PBIS Leadership Team, Response to Intervention (RTI) Committee, BCT
Behavioral Support Teacher	Master's Degree	31	Member of Emotional-Behavioral-Disabilities (EBD) Support Group, Certified Instructor of Nonviolent Crisis Intervention (Senior Level), PBIS Leadership Team, Response to Intervention (RTI) Committee, BCT
English Language Learner (ELL) Teacher	Master's Degree	10	Executive Board Member and Building Representative for Sheboygan Education Association (SEA), BCT
Program for Academic and Creative Extensions (PACE) Teacher	Master's Degree	17	District Enrichment Committee, Involved in various initiatives related to PACE programming within the district, BCT



# School Climate and Safety

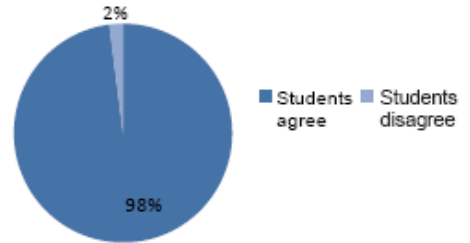
The student support personnel team has a crucial role in creating and maintaining a positive, safe school climate. One program that Sheridan has adopted is the Positive Behavior Interventions and Supports (PBIS) program. PBIS provides students with clear behavioral expectations that are defined, taught, modeled, and positively reinforced. The program emphasizes prevention and early detection of violence and misbehavior. The school counselor acts as the internal coach for this program and the school psychologist acts as the external coach. Both roles focus on implementing PBIS to fidelity. The School-Wide Information System (SWIS) provides detailed data that is analyzed to lead decision-making at Sheridan.

## Office Discipline Referrals



The SSPT uses the triangle data graph to measure the success of the school-wide PBIS program. The graph on the left shows that since implementation of the program in September of the 2009-10 school year, the number of students responding to the universal behavioral supports and prevention strategies has increased by 8%. The SSPT helped coordinate universal strategies like the all-school kick-off assembly, weekly mentoring groups, and quarterly incentives for reinforcing positive behaviors. With the increase in students responding to the universal strategies, the need for tier two interventions has decreased by 6%.

## I feel connected to more than one adult in the building.



The SSPT recognizes the need for relationships in order to ensure a safe and caring school climate. In order to help students feel connected to more than one adult in the building, the SSPT developed weekly mentoring groups. As a result of the mentoring groups, 98% of our students feel connected to more than one adult in the building.



# Student Results

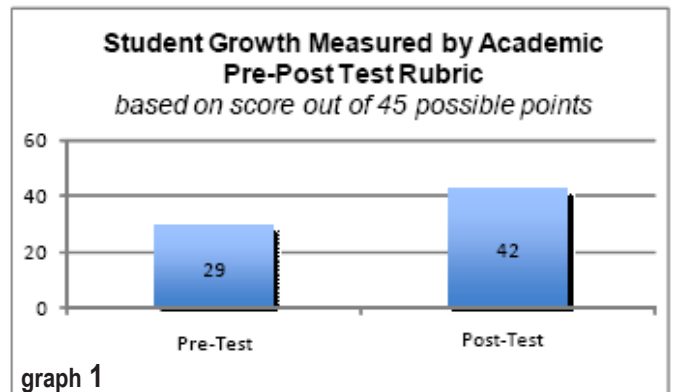
Sheridan's SSPT focuses primarily on student achievement. The SSPT uses the standards developed by the American School Counselor Association the Wisconsin (WI) state standards to lead programs and services within the building. By doing so, the SSPT promotes student improvement in academic, personal/social, and career development.

### Academic:

**ASCA Standard A:B.1.3** Apply the study skills necessary for academic success at each level.

**WI Standard H.8.1.2** Demonstrate acquisition of study skills and learning habits that promote educational achievement and work performance.

Through a universal screening process, students were identified as 'at risk' for academic behaviors, meaning they display frequent problematic behaviors that interfere with the learning process. In response to the number of students identified, the SSPT developed an academic skills instructional group. The group focused on the following skills: listening, asking questions, waiting your turn, voice and body control, and dealing with distractions. As a result of the group, there was improvement of 45% in academic behaviors by the kindergarten through second grade group participants. (graph 1)

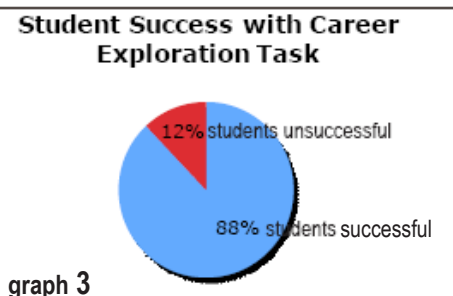
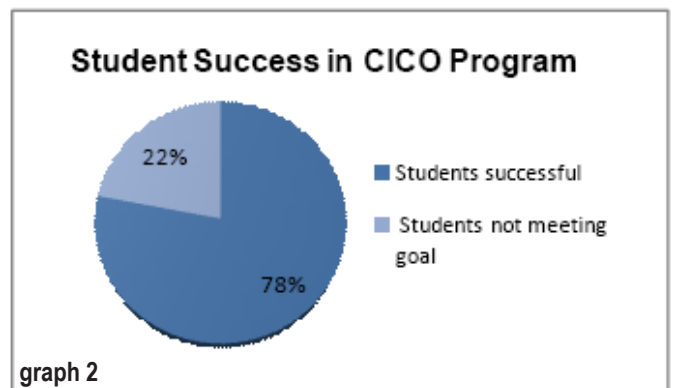


### Personal/Social:

**ASCA Standard PS:A1.6** Distinguish between appropriate and inappropriate behavior.

**WI Standard D.4.2.1** Discuss and explain the differences between appropriate and inappropriate behavior.

The SSPT reviews office discipline referrals and determined a need to provide behavioral interventions for students receiving more than 2 office referrals. As a result, the SSPT created a Check-In, Check-Out (CICO) Program to give students the opportunity to earn daily points for being respectful, responsible, and safe. There were 23 students in the CICO program during the 2009-10 school year. The pie chart shows that 78% of students in the CICO program were able to show respectful, responsible, and safe behaviors and earned 80% or more of the daily points possible. (graph 2)



### Career:

**ASCA Standard C:A1.2** Learn about the variety of traditional and nontraditional occupations.

**WI Standard G.12.4.3** Give examples of decisions, factors, and circumstances that affect career choices.

The SSPT recognizes the importance of early career exploration for all students in the elementary setting. The SSPT developed classroom lessons for each grade level that give students the opportunity to explore various aspects of career development. In grade four, students are to chose a career of choice, research, and document the work settings, skills and training needed for that particular career. 88% of all fourth grade students were able to successfully complete the career exploration task. (graph 3)



## Major Achievements

The student support personnel team is proud of its achievements and active involvement in the following programs:

- **21st Century Grant:** This grant allows Sheridan to have a unique program called Wolf Pack. Wolf Pack is an after school program that is designed to provide directed physical activities and academic enrichment. Wolf Pack's main focus is to boost literacy and math skills for students who are striving to reach grade-level proficiency.
- **Title I School:** Sheridan is a Title I school and receives funding for academic enrichment materials to be used within the classroom setting. Sheridan also has a Title I teacher who focuses primarily on reading intervention with students performing below grade-level proficiency.
- **Student Achievement Guarantee in Education (SAGE) Program:** SAGE is a program that aims to increase student achievement through the use of these four school improvement strategies: 1) class sizes of no more than 15:1 in grades K-3; 2) increased collaboration between schools and their communities; 3) implementation of a rigorous curriculum; and 4) improved professional development and staff-evaluation practices.
- **Dual Language Program:** The dual language program is unique to Sheridan and the Sheboygan Area School District. Students enrolled in the program begin learning English and Spanish in classrooms that are a mix of native speakers in both English and Spanish.
- **Positive Behavior Interventions & Supports (PBIS) Program:** PBIS is a school-wide initiative that structures the learning environment to support both academic and social successes of all students.
- **Professional Learning Community (PLC):** PLC is a model for school improvement in which educators are committed to working collaboratively in ongoing processes of collective inquiry and action research in order to achieve better results for the students they serve.
- **Dental Sealant Grant:** This grant provided dental sealants to students at Sheridan.
- **Reading is Fundamental Foundation Grant:** This grant provided Sheridan's school library with a set of 75 multicultural books.
- **Pioneer Award:** Sheridan's SSPT received the Pioneer Award for the submission of the 2009 SPARC-W document.
- **Individual School Counselor Recognition:** Sheridan's school counselor was nominated for the ASCA School Counselor of the Year award.



## Measurements

The SSPT is involved with a variety of surveys and assessments to measure student achievement in the domains of academic, personal/social, and career development. Measurements are used to determine necessary responsive services and interventions for individual students and also to evaluate management and effectiveness of current programs and services at Sheridan.

### Academic

- **Wisconsin Knowledge and Concepts Exam (WKCE):** The results of the WKCE are used to provide students with the necessary supportive services and programs.
- **Measures of Academic Success (MAPS) Assessment:** All students grades 2-5 are tested biannually in the areas of reading, mathematics, and language arts in order to determine specific academic needs and to observe overall growth.
- **District and Building Common Assessments:** The results are used to identify the level of proficiency of each student's performance on a specific skill and to provide necessary supportive services and programs.
- **Developmental Reading Assessment (DRA):** The results provide a measurement of overall growth in reading comprehension and fluency that are helpful in determining appropriate supportive services and programs.
- **Rigby Reading Evaluation:** The results of this diagnostic test give a measurement of overall growth in reading and are monitored yearly to determine the levels of progress. The results are helpful in determining appropriate supportive services and programs.
- **Lexile Test:** All students in grades 2-5 are tested biannually to receive a lexile score. The score indicates the reading grade level of individual students and helps determine necessary supportive services and programs.
- **Program for Academic and Creative Extension (PACE) Evaluation:** The results indicate appropriate placement whereby the student receives suitable academic and social opportunities.
- **Special Education Assessment:** The results determine placement of each student within the least restrictive environment, which may include special education programming. An individual education plan (IEP) is then used to outline a student's particular needs and academic objectives.

### Personal/Social

- **Knowledge Assessment for Second Step:** The results are used to evaluate the Second Step guidance curriculum.
- **PBIS Data Reports:** The data supplies an overview of school-wide problem behavior areas, location and time of problem behaviors, as well as individual reports for students and staff members. The reports are used by the SSPT to make data-based decisions on necessary changes and/or interventions.
- **Major/Minor Referral Reports:** The data explains the number of major and minor referrals, when the referrals are taking place, and which behaviors are being employed. These reports assist the SSPT to change strategies in order to alter negative behaviors and continue positive behaviors.
- **Attendance Data:** The data is used by the SSPT to devise student improvement plans for student attendance.
- **Special Education Assessments:** The results designate accurate placement in the least restrictive environment, which may include special education programming. An IEP is then used to outline a student's particular needs and academic and behavioral objectives.

### Career

- **Career Interest Inventories:** The results are used to begin career development and to inform parents of career initiatives within the district.
- **Career Portfolios:** The portfolios are used to begin career development and to help students learn of career opportunities. The results allow the SSPT to evaluate career interests and to implement career programming accordingly.



## Community Partnerships/Resources

Community Partnerships are essential for the success of each and every student at Sheridan; therefore, the SSPT works diligently to establish positive partnerships with parents, community members, and business organizations to provide tutoring, after school activities, career speakers, family support, and community service projects. Community Partnerships support students' learning and well-being in academic, personal/social, and career development, as outlined by the national and state standards. Community Partnerships that currently exist at Sheridan include:

### Academic

- 4-H-supports the Wolf Pack program
- Americorps-tutoring and mentoring services
- Boy Scouts-supports the Wolf Pack program
- Foster Grandparents-tutoring and mentoring
- Lakeland College-academic tutoring
- YMCA-supports physical activity within the Wolf Pack program

### Personal/Social

- Big Brothers/Big Sisters-Lunch Buddies
- District Nursing Program-vision and hearing screenings
- Public Health Department and the Sheboygan Area School District-dental screening
- Salvation Army-student and family support
- Sheboygan County Health and Human Services-family support

### Career

- Sheboygan Fire Department-safety orientation and career education
- Sheboygan Police Department-safety orientation and career education
- Student Council-community service projects



## Volunteer Involvement

The SSPT encourages and welcomes volunteer involvement as a way of making a difference in the academic, personal/social, and career development of all students at Sheridan. Here are some current volunteer activities related to student support services:

- **Parents Plus Committee:** Parents volunteer to be part of the advisory committee that discusses school issues and establishes open channels of communication between parents and school staff.
- **Partners in Reading:** Volunteers from the community work with students in the lower grade levels to foster a love of reading. Volunteers read with students one-on-one or in small groups to build confidence in our young readers.
- **Title I Committee:** Parents volunteer as advisories for Title I programming at Sheridan.
- **Lunch Buddies:** Volunteers through Big Brothers/Big Sisters volunteer as mentors for students during lunch hours.

Sheridan is always looking for new volunteers and new volunteer involvement opportunities. If interested, please contact Blanca Wick at 459-3550 or [bwick@sheboygan.k12.wi.us](mailto:bwick@sheboygan.k12.wi.us).



## Focus on Improvement

The Sheridan SSPT is committed to ongoing school improvement in order to provide effective programs and services to our students and their families. The SSPT uses various types of data and assessment tools to pinpoint areas in need of improvement.

Last year, Sheridan's goal was to implement PBIS to fidelity at the universal level. At fidelity, an increase in appropriate behaviors within the various school settings is evident, a reduction in problem behaviors occurs, and students' academic achievement increases. The SSPT used the Benchmarks of Quality (BoQ) Assessment to measure fidelity level. During year one of implementation, Sheridan scored a 77%, with 70% being the necessary score for implementing at fidelity.

This year the SSPT reviewed the office discipline referrals and determined that there is a need to reduce the number of referrals written for disrespect towards peers and increase the level of empathy within the building. The SSPT has decided to implement the Stop/Talk/Walk Program, which is part of bully prevention in positive behavior support.



## Keeping You Informed

The SSPT understands the necessity of open communication with students, parents, staff, and the community. Thus, a wide variety of communication modes are being used regularly to make that happen. All communication with students and parents is done in both English and Spanish. Hmong translation is available as needed.

### Personal:

- Students: announcements, assembly meetings, individual or small group meetings with teacher, counselor, and/or principal
- Parents: individual meetings with teacher, counselor, and/or principal, parent workshops, Open House, communication and activity nights set with Parent Involvement Coordinator
- Staff: monthly staff meetings, individual or small group meetings with principal, and/or counselor
- Community: ongoing communication between community members and Parent Involvement Coordinator and/or Student Council
- School Board: PBIS presentation November, 2009 and SPARC-W document to be shared February, 2010

### Electronic:

- All groups: school website ([www.sheboygan.k12.wi.us/sheridan](http://www.sheboygan.k12.wi.us/sheridan)) including Counselor's Corner webpage and access to SPARC-W document

### Printed:

- Students: bulletin boards
- Parents: SPARC-W document, the Scoop quarterly newsletter, Counselor's Corner monthly newsletter, parenting tips/fact sheets provided by the counselor, weekly guidance lesson overview provided by the counselor, PBIS brochure, bulletin boards
- Staff: SPARC-W document, the Scoop weekly update provided by the principal, Weekly PBIS Notes provided by the counselor, monthly fact sheets (various mental health topics) provided by the counselor
- Community/School Board: SPARC-W document, *Sheboygan Press* and *Teaching Today* articles about school initiatives and events