



E.P. Rock Elementary
Hudson School District
 340 13th Street South, Hudson, WI 54016
 (715) 377-3840
 www.hudsonraiders.org/schools/ep-rock-elementary
 Principal: Amy Hamborg
 School Counselor: Kelly Curtis
 Enrollment: 515 Grades: K-5

2016 Wisconsin School Counseling Program Accountability Report
A continuous improvement document sponsored by the Wisconsin School Counselor Association

PRINCIPAL'S COMMENTS

It is with great enthusiasm that I endorse this Wisconsin School Counseling Program Accountability Report. E.P. Rock Elementary is known for its high achievement, positive climate and inclusive environment. Our entire staff and community members work hard to provide a safe environment where our students can thrive and succeed. Working together we have developed a strong philosophy of excellence that sets high standards for the academic, social and emotional development of our children. The comprehensive school counseling program is delivered by one school counselor at E.P. Rock, who works collaboratively with numerous support professionals and teachers to make a difference for our students.

The school counseling program integrates with Positive Behavioral Interventions and Supports (PBIS) at all levels and includes strong school-wide programming to promote safety, respect and communication. Peaceful Playgrounds, Peace Path, and problem-solving concepts like "Stop, Walk, Talk" (SWT) give all students and staff skills to practice and reference when working through interpersonal difficulties. Students use these effective problem-solving tools during recess, resulting in fewer hurt feelings and more learning time that would otherwise be spent problem-solving. The school counselor teaches curriculum in every classroom, covering topics in academic, career and social/emotional domains, facilitates small group counseling and meets with students individually when needed. The school counseling program also includes strong parent support for a variety of needs, and ongoing interventions for students experiencing anxiety or behavioral challenges. Data consistently shows the curriculum and interventions have a positive impact on students and their readiness to learn. Our comprehensive school counseling program is an integral component of our overall school safety, positive climate and academic success, and it makes a difference.

SCHOOL CLIMATE/SAFETY

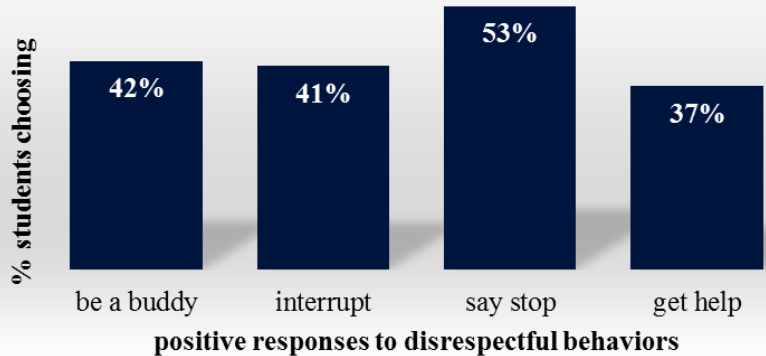
Respect Survey Data

The school counseling curriculum is constantly evolving to best address current trends in school climate and safety. The Stop, Walk, Talk bullying prevention curriculum has been implemented for the past three years, to give students better tools for communicating and advocating for themselves and others in disrespectful situations. The school counselor teaches students K-5 the words and actions so all know how to use the skills and also respond to them. It has become a part of the schoolwide system and promoted through PBIS programming by classroom teachers and playground supervisors as well.

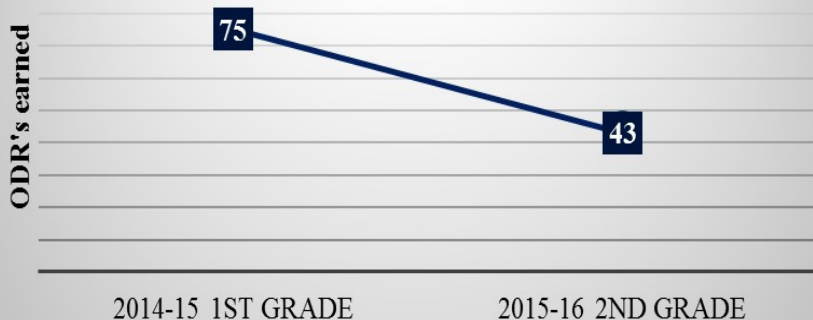
Additionally, each year the school counselor teaches the valuable role of the bystander, and how they can promote safety and respect by intervening in a bullying situation, with "Upstander" assertiveness strategies like: "be a buddy," "interrupt," "say stop" or "get help."

Every spring, the school counselor conducts a respect survey of third, fourth and fifth graders to get a glimpse of the behaviors that are most prevalent and concerning to EP Rock students. The survey also asks students to indicate how they would respond when witnessing a disrespectful situation, allowing students to choose more than one answer. In spring of 2016, in response to this question, only 1% of students indicated they would "join in" or "watch" while all other students responded with a range of positive and problem-solving methods to handle disrespectful behaviors.

Grades 3-5 Respect Survey Results



Change in Behaviors After SWT Instruction
Class of 2026



Decreased Behavioral Problems

With solid social skills that are practiced consistently, significant behavioral problems decrease. In grade-level school counseling lessons throughout the 2015-16 school year, second graders participated in intensive skill practice in Stop, Walk, Talk during every school counselor lesson and by May 2016, 96% of second graders could demonstrate the skill and 75% indicated they felt confident enough in their skills that they could "handle disrespect in a positive way."

While there are many factors that may contribute to change in behaviors, in 2015-16 second-grade students experienced a 43% decrease in Office Discipline Referrals when compared to the same group of students in the previous school year. This was partly due to their collective increased confidence in their ability to problem-solve, and practice in the skill.

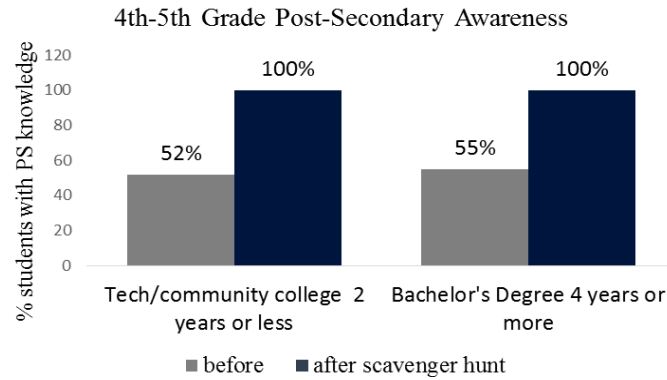
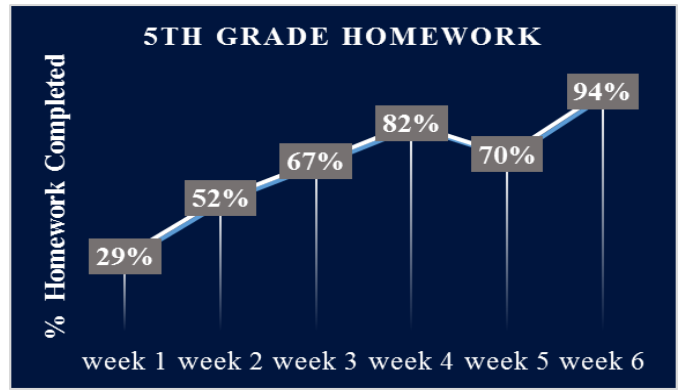
STUDENT RESULTS

Hudson's comprehensive school counseling program is aligned to American School Counselor Association (ASCA) National Standards. Student results drive counselor programming to meet academic, career and personal/social counseling domains for ASCA and Wisconsin Comprehensive School Counseling Model (WCSCM).

Academic Domain:

ASCA MS.6 Positive attitude toward work and learning LS.4 Apply self-motivation and self direction to learning 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.

A group of six fifth-graders experienced chronic missing and late homework, so students met with the school counselor six times in a weekly small group. They discussed challenges, and learned about growth mindset, homework strategies and goal-setting. Over the course of the group students experienced a positive trend in both attitude and homework completion, and the average amount of homework turned in by these students more than tripled between the first and last weeks of group.



Career Domain:

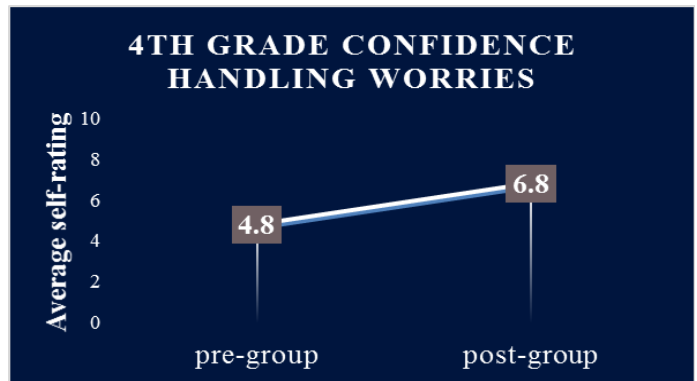
ASCA MS.4 Understanding that postsecondary education and life-long learning are necessary for long-term career success LS.9 Gather evidence and consider multiple perspectives to make informed decisions. WCSCM H.1 Attain educational achievement and performance levels needed to reach personal and career goals H.8.1.1 Demonstrate an understanding of educational levels and performance skills needed to attain personal and career goals.

The school counseling curriculum stresses the importance of academic preparation for post-secondary (PS) aspirations. The school counselor organized a scavenger hunt where staff completed posters that described their own PS training and fourth and fifth-grade students were invited to find staff-members who had attended different types of institutions of higher learning. In a survey students indicated little more than half previously knew the length of time needed for technical and bachelor's degrees, but after the activity, all students had this awareness.

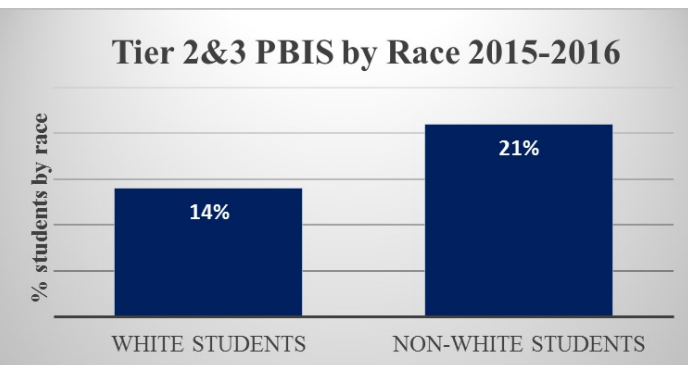
Social/Emotional Domain:

ASCA MS.1 Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being SMS.7 Demonstrate effective coping skills when faced with a problem. WCSCM D.1 Acquire and demonstrate self-awareness and self-acceptance as they relate to understanding oneself D.4.1.3 Practice self-control.

Many students experience anxious feelings and behaviors to some degree, so this is a common school counseling group. In one such group, six fourth-grade girls shared experiences and learned about the brain's anxious response and mindfulness techniques for six weeks. Each week students rated their own abilities to handle worries on a 10-point scale, with 10 being best, and between the first and last weeks, students experienced an average increase of 42% on this rating.



SCHOOL COUNSELING PROGRAM GOALS



Tier 2&3 PBIS

School-Wide Information System data shows a gap for non-white students who are being identified with two or more Office Discipline Reports (ODR's) at a rate 50% higher than whites. More study is needed to determine how socio-economic status may also contribute to this gap. The racial discrepancy will be highlighted during schoolwide staff development to teach a trauma-sensitive and culturally-responsive approach in all actions with students, and SEED (Seeking Educational Equity and Diversity) training will be explored. The school counselor will conduct social skill-focused groups for students in Tier 2/3 behavioral categories to close this gap. **By June 2017 the racial gap in Tier 2&3 PBIS will decrease by 20%.**

Student Absenteeism

Another gap was found in the attendance of students with economic disadvantage (ED), compared to non-economic disadvantaged (non-ED) students. In 2015-16, students in the ED category were more than twice as likely to miss 15 or more days of school per year. The school counselor will work with the principal and school social worker to streamline and strengthen the parent communication process for supporting students missing a significant amount of school, and then follow up with these students for positive "attendance checks" three times per week. **By June 2017, the gap in ED students missing 15 or more days of school will decrease by 20%.**

