



**Hudson Prairie Elementary School
Hudson School District**

1400 Carmichael Road, Hudson, WI 54016
(715) 377-3860

<http://hudsonraiders.org/schools/hudson-prairie-elementary/>

Principal: Susie Prather

School Counselor: Aria Krieser

Enrollment: 409

Grades: K-5

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

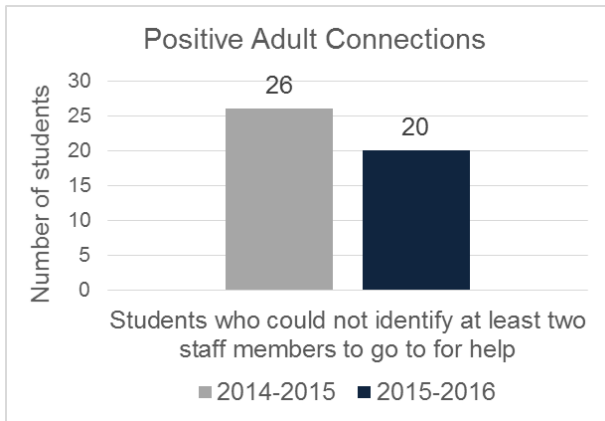
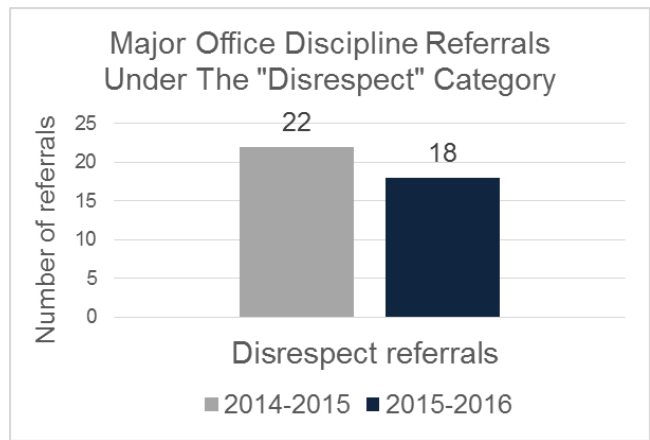
PRINCIPAL'S COMMENTS

As the Principal of Hudson Prairie Elementary School, it is with great pride to report the positive impact and work of the school counseling program (SCP) on students, families, and educators. The Hudson Prairie Wisconsin School Counseling Program Accountability Report outlines the positive impact that this program has made on behaviors, learning, social-emotional health, and creating a safe place to learn. The SCP has implemented the American School Counseling Association (ASCA) standards to develop well-rounded students through our regular Life Skills curriculum. The school counselor has led Hudson Prairie through many opportunities for student improvements and celebrations. The school counselor leads the Positive Behavior Interventions and Supports (PBIS) team to create a safe, caring community of learners. All students have been taught appropriate above the line behaviors and expectations. The school counselor has involved older students in creating cool tool videos to teach and model appropriate behaviors. The school counselor has also initiated new programs at recess to continue the positive behavior expectations. "Stop, Walk, Talk" is a whole school PBIS approach to handling bullying and disrespect in which 100% of sampled students report knowing it and 73% of students have used it. The Peace Path is another tool that was introduced to help with conflict resolution, and the "Buddy Bench" is now at the school and all students are taught how to use it. The school counselor implemented "Kindness Week" and it was a huge success with students teaching the challenges to their peers and staff. The school counselor implements and supports staff on Tier 2 behavior interventions such as, Check In Check Out, Social Academic Instruction Groups, and the Prairie Pals mentor program that help support students at risk. Results of PBIS have shown a reduction of office referrals from .52/day to .45/day from 2012-2016. On a school climate survey, 95% of students feel safe at school and the school counselor has a huge impact on students feeling this way and also knowing what to do if they don't feel safe at school. The SCP supports academic growth as well. Hudson Prairie has moved from 71% of students reading at or above grade level in 2008 to 92% in 2016. This is due to strong core instruction and a system of supports with Response to Intervention and Student Support Team (SST) process. The school counselor leads the SST team to create strong research based interventions to support students' learning. The school counselor and the SCP are the cornerstone of Hudson Prairie supporting students, families, and staff.

SCHOOL CLIMATE/SAFETY

"Stop, Walk, Talk" Data

The school counselor is the PBIS team facilitator, and through this leadership is the person in charge of gathering and disseminating behavior data to the Tier 1 team to discuss school wide plans. One of the themes that continually came up in the data was the amount of major Office Discipline Referrals (ODR's) in the "Disrespect" category. Having just gone to the PBIS Conference the district elementary counseling team learned about a PBIS approach to teach students how to appropriately respond to disrespect called "Stop, Walk, Talk". This program was taught by the school counselor to all students K-5 at Hudson Prairie during the 2014-2015 school year and re-taught during the 2015-2016 school year. This program helps students understand what disrespect looks and sounds like and the steps to take if someone is being disrespectful to you; say "Stop" in a firm voice, walk away, and then get an adult to help. During the 15-16 school year the program was also taught to all teachers, lunch duty, and recess supervisors and they were coached on what to say to students when they come to them with a problem. Through the implementation of this program, work through the Tier 1 team focusing on standardizing what disrespect looks and sounds like, and a staff focus on teaching students respect during the 15-16 school year we had an 18.18% decrease in the amount of major ODR's earned in the "Disrespect" category.



School Climate Survey Data

One of the priorities of the SCP is being dedicated to ensuring all students feel welcome and safe at school. The school counselor started a school wide Climate Survey as one of the ways to measure students' feelings about school. The survey asks students about their feelings at school, how they feel their teachers and peers treat one another, what they would do if they were feeling unsafe at school, and other climate questions. During the 2014-2015 school year after the students had taken this survey and the data was disseminated to the staff, the results showed a need to focus on the 26 students throughout grades K-5 that didn't feel they had at least two staff at school to go to for help. The school counselor helped develop and implement a mentor type program called "WOW Buddies" that some of these students, and other students with internalizing behaviors, were invited to be part of to help them build a positive connection with another staff in the building. All students took the Climate Survey during the 15-16 school year and there was a 23.07% decrease in the amount of students indicating "No" to the survey item "I have at least two staff I can go to for help".

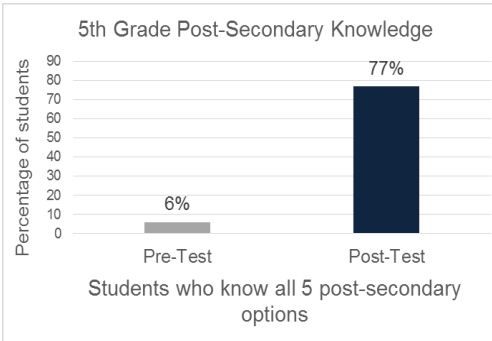
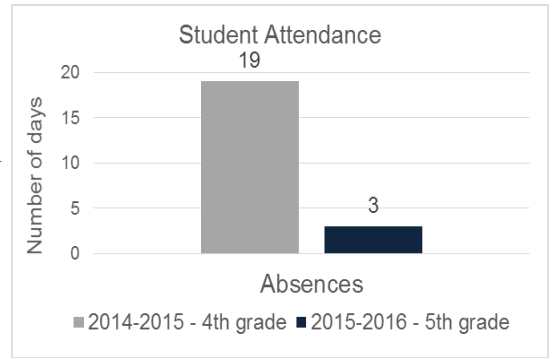
STUDENT RESULTS

The Hudson Prairie SCP is aligned to the American School Counselor Association (ASCA) National Standards and the Wisconsin Comprehensive School Counseling Model (WCSCM). The school counselor uses data and student results to improve programming under the three domains: academic, career and social/emotional.

Academic Domain:

ASCA Mindsets and Behaviors: M.3. Sense of belonging in the school environment. **B-SMS 7.** Demonstrate effective coping skills when faced with a problem. **WCSCM A.4.3.1** Demonstrate taking responsibility for actions in school. **B.4.1.1** Demonstrate the ability to seek information and support from faculty, staff, family and peers.

The school counselor is continually working with students, families and staff to make school a positive place to be for all students. At Hudson Prairie the average student was gone 3.2 days in the 2014-2015 school year. One fourth grade student was gone 19 days in the 14-15 school year. The school counselor worked with this student and parents to come up with a plan to help the student get to school, get into the classroom on time, and feel safe while at school. Through the use of a mentor, individual counseling, and check in and check out daily with the school counselor the student missed 3 days of school during the 2015-2016 school year, which was a 84.21% decrease in the number of days absent from school.



Career Domain:

ASCA Mindsets and Behaviors: M.4. Understanding that postsecondary education and life-long learning are necessary for long-term career success. **B-SMS 5.** Demonstrate perseverance to achieve long and short-term goals. **WCSCM G.1** Develop the ability to make informed career decisions based on self-knowledge. **H.8.1.1** Demonstrate an understanding of educational levels and performance skills needed to attain personal and career goals.

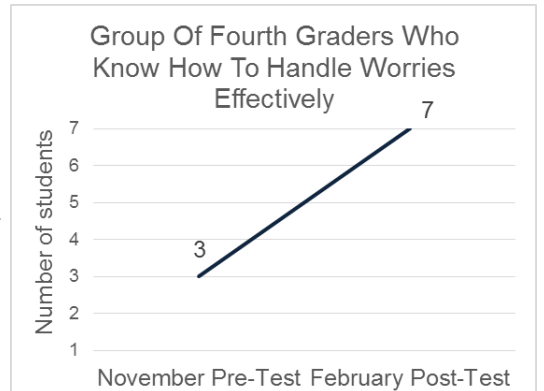
The school counseling curriculum has a lesson for every grade level on career exploration and development with an emphasis on post-secondary options for fifth grade. The school counselor knows the importance of having students understand their options after high school and explore what that could mean for their future. All fifth grade students did a Pre-Test on knowing five different types of training after high school (college/university, technical college, apprenticeship, military, and on the job training). The school counselor taught a lesson with activities on post-secondary options and then gave the students a Post-Test. The Pre-Test shows 6% of students in fifth grade identifying all five options, and the Post-Test shows 77% of fifth grade students identifying all five options, which is an increase of more than 12 times the percentage from the Pre-Test.

dents identifying all five options, which is an increase of more than 12 times the percentage from the Pre-Test.

Social/Emotional Domain:

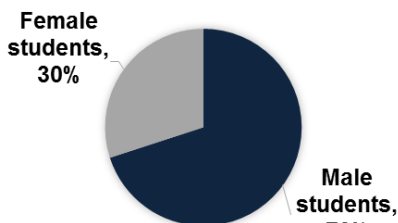
ASCA Mindsets and Behaviors: M.2. Self-confidence in ability to succeed. **B-SMS 10.** Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities. **WCSCM D.4.1.2** Identify and express feelings. **F.4.1.6** Use effective problem-solving and decision-making skills to make safe and healthy choices.

The school counselor identifies and responds to the needs of students who have anxiety or anxious behaviors and helps students learn strategies to handle these behaviors so they can learn to their fullest potential. Due to this need, the school counselor facilitates small groups to focus on helping students identify their worries and how to manage their worries effectively. The school counselor conducted an anxious behavior group with seven fourth grade students and during the first group conducted a Pre-Test having the students self identify how they felt about their ability to manage their worries. Three out of seven students felt they managed their worries effectively. On the final day of group they filled out a Post-Test with the same questions, and all seven students indicated they knew how to manage their worries effectively, which was a 133.3% increase from the Pre-Test.



SCHOOL COUNSELING PROGRAM GOALS

2015-2016 OFFICE DISCIPLINE REFERRALS EARNED



Office Discipline Referrals

The school counselor is consistently looking at behavior data and looking for gaps that can be worked on using the School Wide Information System (SWIS) data. The data shows that male students get a significantly higher amount of ODR's than female students at Hudson Prairie. This information will be shared and discussed with the staff to learn together about the needs of this population and come up with school-wide plans. The school counselor will also conduct social skills and positive behavior groups for male students in Tier 2 and Tier 3 to close this gap. **By June 2017 the amount of ODR's given to male students will decrease by 15 percent.**

Students Scoring at Proficient in Reading

The chart to the right shows the

percentage of students with disabilities versus students without disabilities scoring at the Proficient level in reading on the state assessment. The chart shows that 6.5% of students with disabilities score Proficient in reading while 31.5% of students without disabilities score at Proficient. As a school we are looking at this data to work together to close this gap by learning from other schools in the district, coming up with school wide plans during Professional Learning Communities, and doing research into team teaching. The school counselor will collaborate with the school psychologist on providing small group instruction with identified students with disabilities on how to deal with anxious behaviors, growth mindset, and test taking skills. **By June 2017 the gap between students with disabilities and students without disabilities will decrease by 10% on the reading portion of the state assessment.**

