

Valley View Elementary School
School District of Menomonee Falls
 W180 N8130 Town Hall Road, Menomonee Falls, WI 53051
 (262) 250-2620
<http://vves.sdmf.schoolfusion.us/>
 Principal: Tina Posnanski
 School Counselor: Bobbie Johnson
 Enrollment: 364 Grades: K-5

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

PRINCIPAL'S COMMENTS

As a principal of Valley View Elementary School, it is my honor to share the positive impact that the school counseling program has on students, families, and staff. Due to the programs that our comprehensive school counseling program has implemented, we provide a safe learning environment where all students thrive and succeed. Collaboration between staff and families is the foundation of our philosophy of excellence that sets high expectations/standards for academic, social and emotional development of our children.

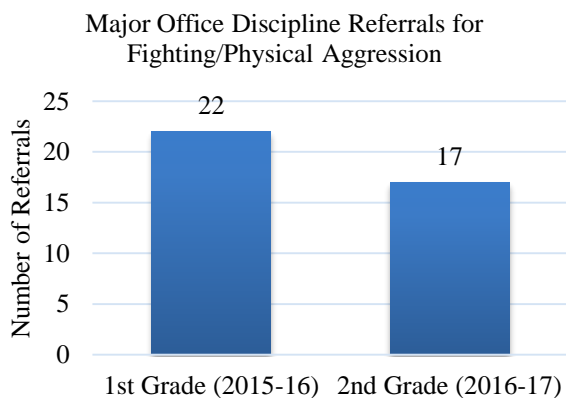
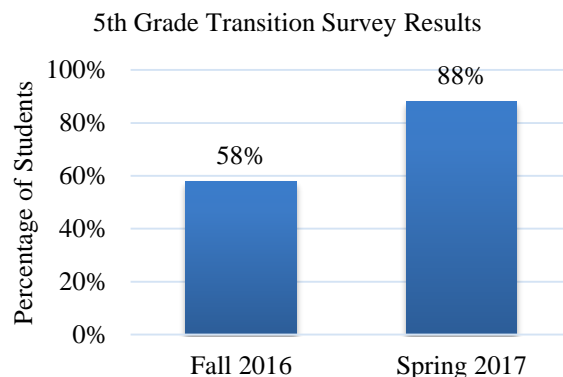
All students receive social and emotional instruction once a week from our school counselor, who utilizes the Second Step program. Our school counselor has established multiple ways to infuse the Second Step program into our Positive Behavior Interventions and Supports (PBIS) program. One way is by sharing announcements outlining a challenge for the week, which is connected to the lessons taught in class. Our school counselor also distributed posters to classrooms to further reinforce the strategies and language used by the program. Since implementing the Second Step program in 2014, our office discipline referrals (ODRs) have decreased by 29%.

Our school counselor leads our Student Service Teams (SSTs), where staff partner with families in order to create regular six week plans to assist a student who is significantly behind grade level proficiency in a specific area of need. Due to this ongoing process, we have increased academics, decreased negative behavior, supported students emotionally, and strengthened our home/school relationships. This SST process has increased our percentage of students performing at the 50th percentile in both reading (75%) and math (84%).

Finally, the school counselor organized and facilitated our Ambassador and Volunteer programs, where students further developed leadership skills and their sense of belonging by helping younger students with reading, math, and organization skills in the classroom. The ambassadors also assisted the bus drivers with complimenting students for doing the right thing, and guided visitors on school tours. Due to this program, students reported on classroom student surveys that they felt connected to one another and part of each other's growth. Our comprehensive school counseling program is an integral component of our school's climate and culture and makes a difference in the lives of the children!

SCHOOL CLIMATE AND SAFETY

During the 2014-2015 school year, the school counselor introduced language, adopted district-wide, to define and provide specific examples of the following behaviors: teasing, conflict, mean moment, and bullying. This is revisited with all students each school year, in conjunction with lessons on strategies that encourage students to assertively solve problems and address bullying situations. As part of the fifth grade transition program, in the 2016-2017 school year, bullying in middle school was identified as a worry/concern by 47% of fifth grade students. Students were also asked the following question: "Do you know what to do if you feel you are being bullied or are unsafe in middle school?" In the fall of 2016, 58% of fifth grade students reported knowing what to do in a bullying or unsafe situation. By the spring of 2017, 88% of fifth grade students reported knowing what to do in a bullying or unsafe situation.



The school counseling program is focused on ensuring all students feel safe at school. In the 2015-2016 school year, the graduating class of 2027 received 22 ODRs for fighting/physical aggression. Through classroom lessons using the Second Step program, the school counselor increased the number of lessons spent on role-playing realistic situations resulting in behavior referrals for fighting and physical aggression. The skills targeted were from the "Emotion Management" and "Problem-Solving" units. Small posters were also provided to the classroom teachers to assist in transferring these skills beyond our classroom lessons. By the end of the 2016-2017 school year, as second grade students, the class of 2027 decreased the number of ODRs received for fighting and/or physical aggression by 23%.

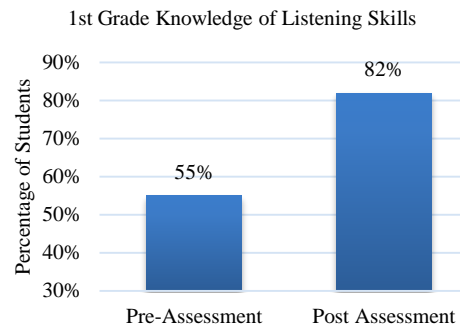
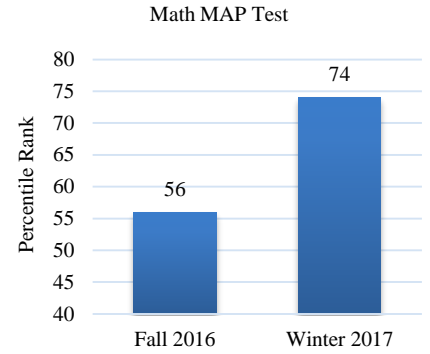
STUDENT RESULTS

The Valley View School Counseling Program is aligned to the American School Counselor Association (ASCA) National Standards and the Wisconsin Comprehensive School Counseling Model (WCSCM). The school counselor utilizes data to evaluate and improve student results in 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 B.1** Apply the skills necessary to improve learning and make successful academic transitions. **B.4.1.1** Demonstrate the ability to seek information and support from faculty, staff, family, and peers.

The school counselor works with students, families, and staff to ensure all students have a positive experience within the school environment. One student was absent/tardy 6 days during the first month of school. This was significantly impacting the student academically, specifically in the area of Math. The school counselor collaborated with the student, parent, and staff to develop a plan to help the student arrive at school, to be in the classroom at the start of Math, and to feel a sense of belonging. Through individual counseling, the use of a mentor, assigning a student volunteer job, and check in and check out, the student moved from a Tier 2 Math intervention to universal instruction by the end of the first trimester.



Career Domain:

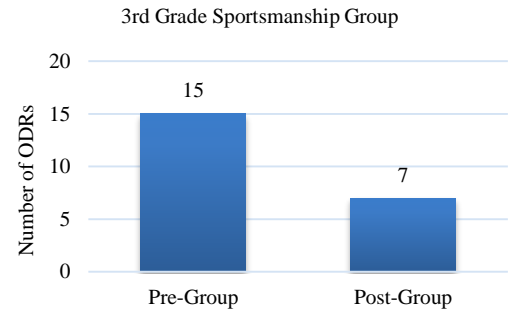
ASCA Mindsets and Behaviors: M 2. Self-confidence in ability to succeed. **B-SS 1.** Use effective oral and written communication skills and listening skills. **WCSCM H.1** Attain educational achievement and performance levels needed to reach personal and career goals. **H.4.1.2** Acquire age-appropriate employability skills, such as, organizing and problem-solving.

The school counseling curriculum addresses career development and many important foundational skills, including listening skills. The school counselor understands the importance of listening skills, and how these skills directly impact school success and college and career readiness. At the start of Unit 1, "Skills for Learning," from the Second Step curriculum, the school counselor administered a listening skills pre-assessment to all first grade students. Over the course of six weeks, students learned and practiced all four listening skills. Following the six week unit, the school counselor reassessed students. The graph shows that 82% of students were able to identify all of the listening skills by the end of the unit, which is a 27% increase from the pre-assessment.

Social/Emotional Domain:

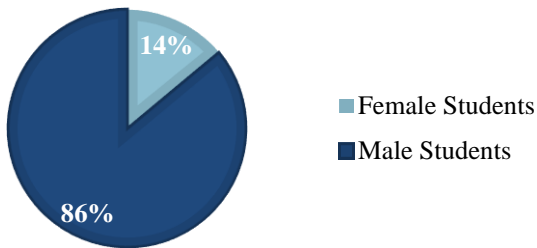
ASCA Mindsets and Behaviors: M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. **B-SS 7.** Use leadership and teamwork skills to work effectively in diverse teams. **WCSCM D.2** Acquire and demonstrate acceptable interpersonal skills as they relate to understanding oneself and others. **D.4.2.5** Describe and demonstrate socially-acceptable group behavior.

The school counselor worked with the physical education teacher to facilitate a Social and Academic Instructional Group (SAIG) that focused on teamwork, sportsmanship, and leadership skills. The selection of the group was based on ODRs for physical aggression/fighting on the playground and teacher referrals. Sixteen students participated twice a week for four weeks. The eight weeks prior to the start of group, these students had 15 ODRs. The eight weeks after the group concluded, these students had 7 ODRs. This shows a 53% decrease in ODRs on the playground during recess.



SCHOOL COUNSELING PROGRAM GOALS

Referrals by Gender



Office Discipline Referrals by Gender

The school counseling program will continue to work with the PBIS Tier I and Tier II teams to focus on closing the gender gap with ODRs. In the 2016-2017 school year, 74 students received one or more ODRs (14% being female students and 86% being male students). In an effort to close the gap, the school counseling program will work with our Building Leadership Team to provide cultural awareness professional development opportunities for staff specific to gender differences in the school environment.

By June 2018, teachers will show increased cultural competence as measured by a decrease in male students receiving ODRs from 86% to less than 75% of all behavior referrals.

School-wide Referrals for the Class of 2026

The school counseling program will focus on providing support for the class of 2026, which has received a disproportionate amount of ODRs. Despite a 9% decrease in ODRs from the 2015-2016 school year, the class of 2026, which was 16% of our total population, received 30% of all behavioral referrals during the 2016-2017 school year. The school counseling program will provide SAIG groups, classroom lessons, and work with the Building Leadership Team and PBIS Tier I and Tier II teams to implement additional interventions in order to close the gap.

By June 2018, the students in the class of 2026 will increase their positive, school behavior as measured by a decrease of ODRs of 10% from 119 ODRs to 107 ODRs.

School-wide Referrals for the Class of 2026

