



**Willow River Elementary
Hudson School District**

1118 4th Street, Hudson, WI 54016

Office: 715-377-3880

<http://hudsonraiders.org/schools/willow-river-elementary/>

Enrollment: 368 Grades: K-5

Principal: Kimberly Osterhues School Counselor: Sarah Flier

2017 Wisconsin School Counseling Program Accountability Report

*A continuous improvement document sponsored by the
Wisconsin School Counselor Association*

PRINCIPAL'S COMMENTS

The Wisconsin School Counseling Program Accountability Report is fully endorsed by the entire Willow River Elementary School Learning Community. Our staff and community are continually working together to ensure an environment where students are challenged to reach their full academic, social and emotional potential. The comprehensive school counseling program (SCP) is delivered by one school counselor at Willow River Elementary School who works collaboratively with administration, all of our staff, parents and outside agencies to make a difference for all Willow River Elementary students.

There are two specific examples of how the SCP has impacted students at Willow River academically, socially, and emotionally. One of the examples is a climate survey conducted with grades 1-5 to determine the connectedness between our students and staff. Students in grades 1 and 2 took this survey via "Minute Meetings", in which the school counselor sat down with each student individually to work through the survey. Staff were also asked to identify students they had genuine connections with. After analyzing both sets of data, the SCP incorporated staff training regarding student connectedness and its benefits. The results of this concerted effort are demonstrated in the spring climate study with an increase in students identifying two adults they feel safe talking with. Students feel connected to the adults in their learning environment and staff now recognize the importance of student connectedness.

The second example of how the SCP affected students is a multi-faceted intervention targeting a problem behavior for the class of 2028. The SCP collaborated with 1st grade teachers to develop core curriculum addressing the physical aggression the group had shown the year prior. A positive reward system for students who were demonstrating the desired behavior was also put in place. Additionally, small groups were conducted with students requiring a more intense intervention. The behavioral results for this class clearly demonstrate the impact the SCP had in addressing this concern and serves as a template to use when other behavioral gaps are found in the future.

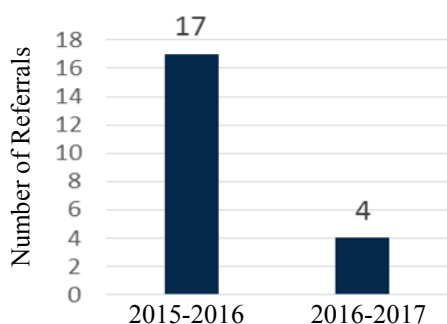
Our SCP is an integral component of our school's climate and culture, supporting an inclusive problem-solving environment where student academic and social-emotional needs are forefront. It makes a difference in the lives of not only our students and staff but our entire learning community as well!

SCHOOL CLIMATE/SAFETY

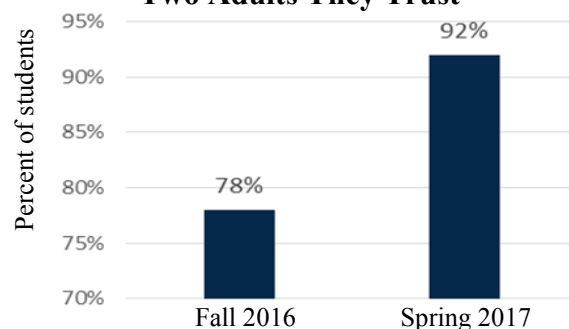
The class of 2028 was a group identified as having a high number of physical contact and aggression referrals, holding 30% of the school's office discipline referrals (ODR's) for physical aggression during the 2015-2016 school year. As a result, the SCP focused classroom curriculum on respecting personal space, self-regulation, and peaceful problem solving strategies, such as utilizing our Peace Path and using "Stop, Walk, Talk" to respond to disrespect. Behavioral data showed most of the physical contact behavior occurring during recess, so the school counselor developed an intervention to target physical aggression during recess. Students who continued the behavior were invited to a small group to receive more intensive lessons on the strategies learned in the classroom. The class of 2028 received seventeen ODR's for physical aggression in 2015-2016 and after interventions through the SCP, the same group decreased their ODR's for physical aggression by 76% during the 2016-2017 school year.

Students in grades 1-5 took a climate survey in both the fall and the spring to determine student perceptions of safety, bullying incidents, and connections to adults in the building. Students were asked to name two adults in the building whom they would feel safe talking to if needed. In fall 2016, 78% of students were able to name two adults. Throughout the school year, the SCP collaborated with the principal and school psychologist to reiterate the importance of connections with staff, including an activity that asked teachers to identify students whom they felt they had a strong connection with as well as discussion of brain-based research that echoed the importance of positive emotional attachment to instructors. The Check-In/Check-Out (CICO) program also fostered new connections for students while mentoring services for those students not responding to CICO were utilized. Students were asked again in the spring if they could name two adults in the building whom they felt safe talking to, and at this time 92% of students in grades 1-5 could name two, demonstrating an 18% increase in connectivity to adults.

Physical Aggression Office Discipline Referrals for Class of 2028



Students Grades 1-5 Identifying Two Adults They Trust



STUDENT RESULTS

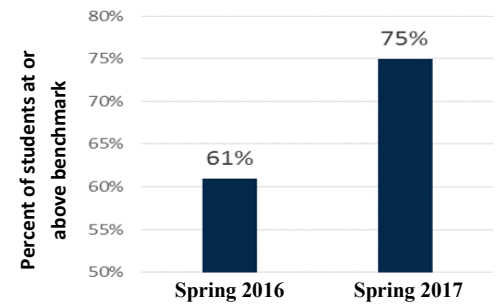
Willow River SCP is aligned to American School Counselor Association (ASCA) National Standards and Wisconsin Comprehensive School Counseling Model (WCSCM). Student results drive counselor programming to meet academic, career and social/emotional domains.

Academic Domain:

ASCA: MS.2. Self confidence in ability to succeed LS.6. Demonstrate ability to overcome barriers to learning; WCSCM: A.4.1.3 Recognize and accept mistakes as essential to the learning process

The fourth grade school counseling core curriculum included lessons that taught strategies to manage test anxiety, develop growth mindset, as well as tips for online test taking, to address the specific online tools used in progress monitoring tests. These tests included Measures of Academic Progress (MAPS) and Wisconsin Forward Exam. Test scores for Spring MAPS in 2016 and 2017 were compared for math and reading. In Spring of 2016, 61% of the class of 2026 were at or above benchmark in math and in Spring of 2017, 75% of those same students, as 4th graders, were at or above benchmark in math, which is a 23% increase.

Class of 2026 Measures of Academic Progress (MAPS) in Math

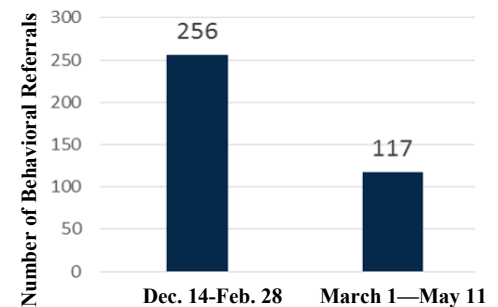


Social/Emotional Domain:

ASCA: SMS.2 Demonstrate self-discipline and self-control SS.2. Create positive and supportive relationships with other students; WCSCM: D.4.1.3 Practice self-control

Five 1st grade students were identified as receiving a high number of behavioral referrals according to the School Wide Information System (SWIS) for physical contact. Also, these students did not respond to the class-wide intervention for the class of 2028 that focused on abstaining from physical contact during recess. The small group met for eight sessions and focused on managing impulses, self-regulation skills, respecting personal space of others, and tools for solving problems with words rather than physical aggression. After the sessions, group members had decreased their overall behavioral referrals (both ODRs and minors) by 54%.

Behavioral Referrals for Social Skills Group Members

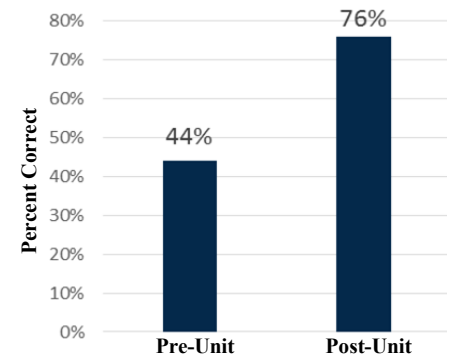


Career Domain:

ASCA: MS.4. Understanding that postsecondary education and life-long learning are necessary for long-term career success; LS.7. Identify long- and short-term academic, career and social/emotional goals. WCSCM: H.8.1.1 Demonstrate an understanding of educational levels (e.g., work-based learning, certificate, two-year, four-year, and professional degrees) and performance skills needed to attain personal and career goals.

All 5th graders complete a Learner Resume presentation during a 10-lesson unit focusing on learning styles, reputation, mindset, career research, and post-secondary options. Prior to beginning this unit, students were asked to identify a career they were interested in pursuing and what type of post-secondary training they thought the career requires. Any post-secondary training that could lead to the listed career were considered "correct" for the sake of the survey. During the unit, several core curriculum lessons explored post-secondary options with students researching their career interest and what types of training those careers required. Students created a presentation that included information on their career interests and they were asked to list all of the different types of training that would earn them the certifications required for that career. While 44% of students who listed a career interest were able to identify a correct post-secondary training prior to the unit beginning, 76% were able to identify at least one correct training when the unit was complete.

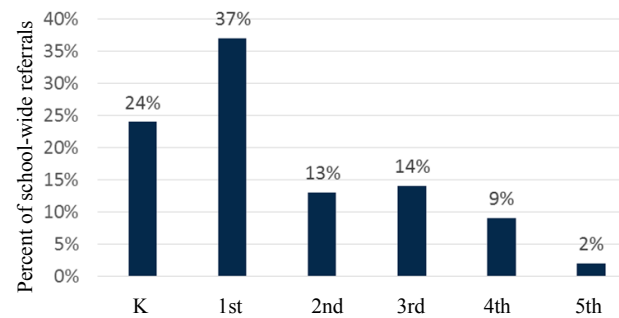
5th graders Correctly Identifying Post-Secondary Options for Career Interest



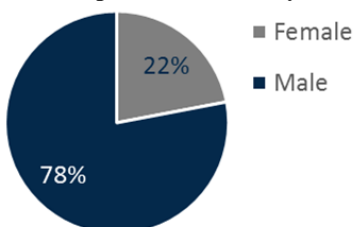
SCHOOL COUNSELING PROGRAM GOALS

The SCP will provide extra support for the class of 2028, who showed a disproportionate number of referrals during the 2016-2017 school year, representing 37% of the behavioral referrals. The SCP will do this by utilizing Social and Academic Instructional Groups (SAIG), ensuring efficient use of Check-In/Check-Out (CICO), and developing interventions to address the problem behavior of disruption, which reflected 52% of their behavioral referrals. Working closely with the 2nd grade teachers and administration, self-regulation strategies will be the primary focus for the SCP. **By June of 2018, the graduating class of 2028 will represent less than 23% of the school's referrals.**

Behavioral Referrals by Grade



Office Discipline Referrals by Gender



The gender gap for behavior referrals continues to be a concern and will be a topic the SCP will be addressing with staff during the 2017-2018 school year. Discussing brain research as it relates to gender differences, recognizing the gender biases that are affecting the way behavior is viewed, and using knowledge of learning differences to meet the needs of both males and females in the classroom will allow the gap to close for referrals by gender. **By June 2018, male students will represent less than 68% of all ODRs.**