



# 2017 Wisconsin School Counseling Program Accountability Report

A continuous improvement document sponsored by the Wisconsin School Counselor Association

## Wilson Elementary School

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 Grades 4K-5 • Enrollment 312

Principal: Ryan Hammerschmidt • School Counselor: Steph Levine-Rankin

### PRINCIPAL'S COMMENTS

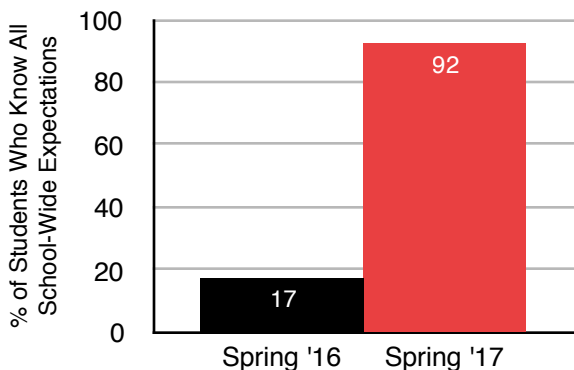
As principal of Wilson Elementary, I am pleased to recognize the accomplishments of our school counseling program and the development of our first Wisconsin School Counseling Program Accountability Report. Wilson Elementary is known for its high achievement, positive climate, and inclusive environment despite being one of the most diverse and high needs schools in our district. Wilson has a dedicated staff that works together to provide an environment where students feel welcome and safe, yet are encouraged to do their best every day. Working together, Wilson has developed high standards for academics and social-emotional development while recognizing and responding to student and family needs through a trauma sensitive lens. Our school counselor has played an integral role in developing a trauma sensitive perspective at our school. One specific example includes our school counselor's efforts in applying for and being accepted to participate in the Wisconsin Department of Public Instruction's Trauma Sensitive Schools Project. Our school counselor takes the lead in coordinating our team, sharing professional development with staff, reviewing needs assessments and fidelity tools, and leading conversations around school goals and action items related to our development as a Trauma Sensitive School.

Positive Behavior Interventions and Supports (PBIS) has also had a significant impact on our school culture by providing a consistent language of being respectful, responsible, safe, and a problem solver. The school counseling program has integrated well with PBIS by providing students with universal skills and a common language. The implementation of our Tier 2 PBIS interventions, including Social and Academic Instructional Groups (SAIG), is another example of the impact that our school counseling program has on students. For students in need of additional social, emotional, or behavioral support, the school counselor facilitates SAIG to build skills in the areas of emotional regulation, social skills, and academic success. During the 2016-2017 school year, the school counselor met with 68 students in SAIG and 61 of these students (89%) showed growth in at least one area as measured by the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS).

Meeting students' basic needs in and outside of school is another example of the impact that our school counseling program has on students. Our school counselor serves as an advocate for children and families and provides for the well-being of students in many areas. The school counselor connects families to resources including our weekend Snack Pack program, the Wilson Wardrobe, holiday giving programs, identification and case management for homeless families, assistance with transportation, and access to mental health services. Our school counseling program emphasizes a holistic approach to working with students, while reducing barriers to learning and promoting student achievement at Wilson.

### SCHOOL CLIMATE AND SAFETY

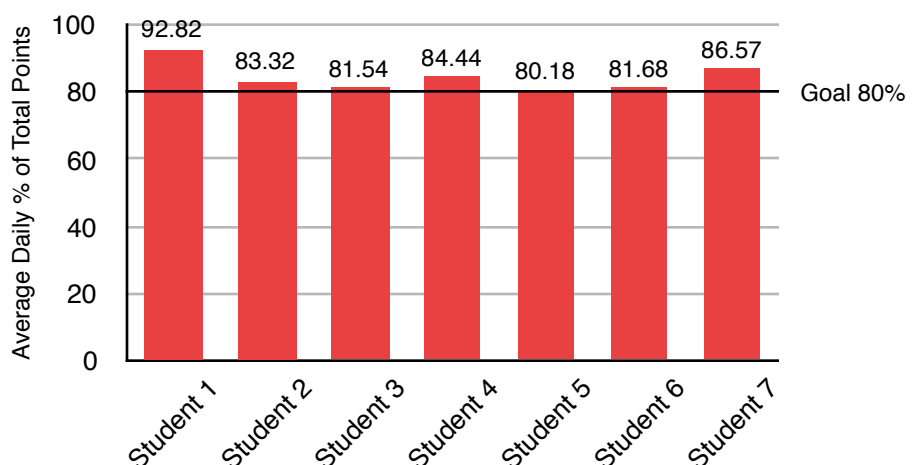
**Student Knowledge of School-Wide Expectations**



The school counselor is a strong advocate and leader in supporting implementation of Wilson's Positive Behavior Interventions and Supports (PBIS) and serves as a coach for the Tier 1 and Tier 2 PBIS teams. While reviewing data from past Tiered Fidelity Inventories (TFI) and yearly PBIS walkthroughs, it became evident that a large percentage of students did not know all of the school-wide expectations. Using this data, the school counselor collaborated with the Tier 1 PBIS team to explore this gap and surveyed staff and students for input. Together the team rebranded the school-wide PBIS system, reducing the total number of expectations from five to four, choosing expectations that are developmentally appropriate for young children, and selecting expectations that best meet the needs of our student population. Through implementing a number of program changes, including a commitment to having all students say the Wildcat Way pledge on the morning announcements, students' knowledge of all school-wide expectations increased from 17% in Spring 2016 to 92% in Spring 2017.

The school counselor also takes a leadership role in coordinating and delivering Tier 2 PBIS interventions. Weekly office discipline referral data review between the school counselor and school psychologist has led to earlier identification of students in need of counselor-led reteaching before minor behaviors become habitual. When additional intervention is needed, the Tier 2 PBIS team might suggest a student for Check-In Check-Out (CICO). Our school counselor, along with a classroom teacher, collaborate to share the CICO caseload and communicate about student progress. During the 2016-2017 school year our CICO intervention was successful with 100% of students meeting their daily behavior goal of 80% or more. This intervention helps to build students' self-confidence, increase their connection to school and positive adults, and decrease disruptive behaviors.

**Average Daily Points of CICO Students**



# STUDENT RESULTS

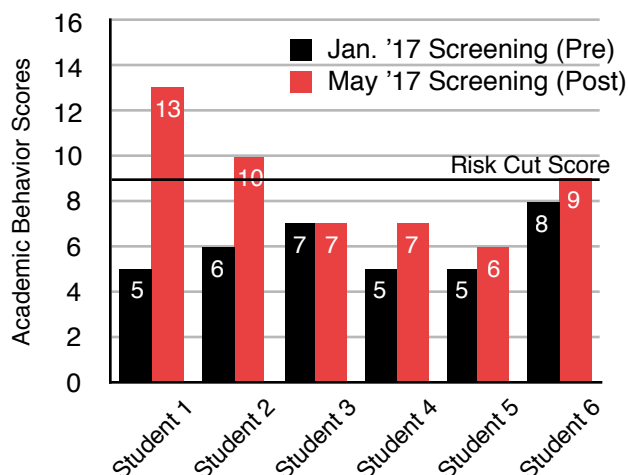
Wilson Elementary's School Counseling Program is guided by the Wisconsin Comprehensive School Counseling Model (WCSCM) and the American School Counselor Association (ASCA) National Model. Data is an essential component in how the school counselor develops, improves, and evaluates student results in the three counseling domains: academic, career, and social/emotional.

## ACADEMIC DOMAIN:

ASCA Mindsets and Behaviors: M 6: Positive attitude toward work and learning. B-LS 3: Use time-management, organizational and study skills. B-LS 4: Apply self-motivation and self-direction to learning. B-SMS 1: Demonstrate ability to assume responsibility. WCSCM: A. 4.1.2 Set realistic expectations for work and achievement. A.4.1.4 Identify and model personal attitudes and behaviors that lead to successful learning. A.4.2.2 Demonstrate how effort and persistence positively affect learning. A.4.3.1 Demonstrate taking responsibility for actions in school.

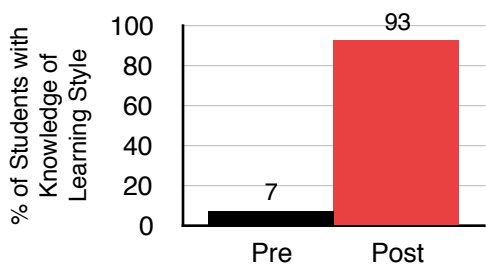
The school counselor helps to build students' positive academic behaviors such as effort and motivation, preparedness for instruction, following directions, and work completion. 83% of participants in an Academic Motivation Social and Academic Instructional Group (SAIG) showed growth in the area of academic behavior as measured by the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS). In addition, the average student academic behavior score of participants prior to the SAIG intervention was 6, as compared to an average of 8.67 following SAIG. Through direct instruction of school success skills and personal goal setting, these students made observable gains in their ability to participate in classroom learning.

### Impact of SAIG on SAEBRS Academic Behavior Scores



## CAREER DOMAIN:

### Impact of Lesson on 5th Grade Knowledge of Learning Styles



ASCA Mindsets and Behaviors: M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes. B-LS 4: Apply self-motivation and self-direction to learning. B-SMS 6: Demonstrate ability to overcome barriers to learning. WCSCM: H.8.1.3 Identify individual learning styles and multiple intelligences and understand how to apply them in different learning and work situations. A.8.2.2 Apply knowledge of learning styles and multiple intelligences to positively influence academic performance.

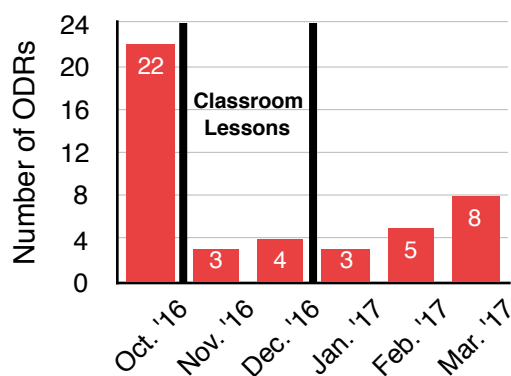
The 5th grade school counseling curriculum focuses heavily on self-knowledge and exploration. As part of the career unit, the school counselor teaches a classroom lesson on learning styles. Prior to the lesson, students complete a pre-test asking if they can identify their learning style. Next, the school counselor guides students through completion of a learning styles inventory, and teaches them about each of the three learning styles. Students read more about their learning style and identify strategies to assist them in learning at school and at home. Upon completion of the lesson, 93% of 5th grade students were able to identify their learning style and describe what it means. This was compared to only 7% of students who were able to identify their learning style prior to the lesson, an increase of 86%.

## SOCIAL/EMOTIONAL DOMAIN:

ASCA Mindsets and Behaviors: B-SMS 2: Demonstrate self-discipline and self-control. B-SS 2: Create positive and supportive relationships with other students. B-SS 4: Demonstrate empathy. B-SS 6: Use effective collaboration and cooperation skills. B-SS 9: Demonstrate social maturity and behaviors appropriate to the situation and environment. WCSCM: A.4.3.2 Demonstrate the ability to work independently and/or to work cooperatively with other students. D.4.1.3 Practice self-control. D.4.2.1 Discuss and explain the differences between appropriate and inappropriate behavior. D.4.2.5 Describe and demonstrate socially-acceptable group behavior.

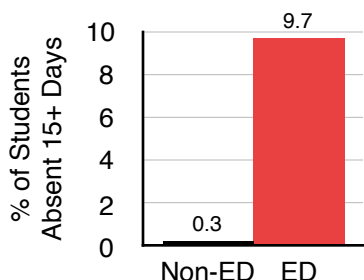
The school counselor collaborates with the school psychologist and classroom teachers to review data, identify skill deficits, and provide appropriate interventions. When Office Discipline Referral (ODR) data showed a large number of referrals in third grade, the school counselor cross-referenced third grade SAEBRS scores to find a number of students lacking social and academic behavior skills. In addition to regularly scheduled school counseling core curriculum classroom lessons, the school counselor taught two additional 30-minute social skills lessons per week for three weeks in the third grade classrooms. These lessons focused on listening, following directions, ignoring distractions, showing respect, and working with others. Following this intervention, third grade ODRs significantly decreased from 22 ODRs in October alone to an average of 4.6 ODRs per month for the following five months.

### Impact of Social Skills Booster Lessons on 3rd Grade ODRs



# SCHOOL COUNSELING PROGRAM GOALS

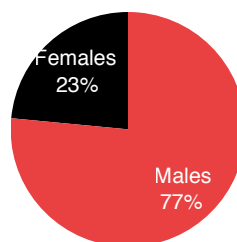
### Truancy By Economic Disadvantage



In reviewing 2016-2017 attendance data, it is noted that students who are economically disadvantaged (ED) are experiencing a significantly higher rate of truancy than their peers who are not ED. To address this gap, the school counselor will collaborate with our administrative assistant and principal to identify students who are at-risk of truancy. The school counselor will work with parents to identify and remove barriers to school attendance and will meet with students to increase motivation and set goals around regular and on-time attendance.

**Goal 1: By June 2018, students who are ED and are absent 15+ days will decrease to less than 7%.**

### ODRs By Gender



In reviewing 2016-2017 Office Discipline Referral data, it is noted that male students are receiving referrals at a much higher rate than females students. In collaboration with the PBIS team, the school counselor will work to explore how staff approach gender differences, work to increase fidelity in referring students, and preventatively support male students who are at-risk of externalizing behaviors.

**Goal 2: By June 2018, male students receiving ODRs will decrease to less than 70% of total ODRs.**