

2018 Wisconsin School Counseling Program Accountability Report

A continuous improvement document sponsored by the Wisconsin School Counselor Association

Hoover Elementary School

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<https://www.neenah.k12.wi.us/schools/hoover/>

Grades 4K-5 • Enrollment 303

Principal: Melissa Chrisman • School Counselor: Katie Kessen-Checki

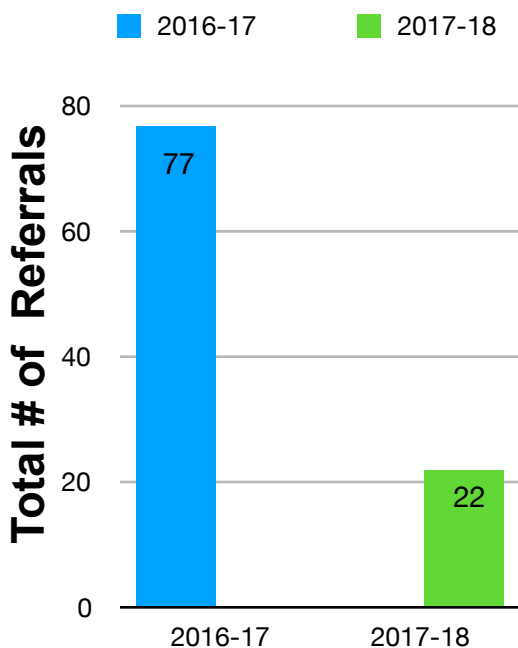
PRINCIPAL'S COMMENTS

The school counseling program at Hoover Elementary School is very beneficial. We have one full-time school counselor on staff. Our counseling program is aligned with the Wisconsin Comprehensive School Counseling Model (WCSCM) and the American School Counselor Association (ASCA) National Model. Our kindergarten and first grade classrooms have weekly guidance lessons that focus on emotion regulation, protective behaviors and social skills. Our 4K and grades 2-5 grade classrooms have bi-weekly guidance lessons with similar topics that are age-appropriate. However, the best thing about this schedule is that it is flexible and responsive to the needs of our students. If there is a classroom with higher needs, our counselor will visit that classroom more often and target specific skills that will help the entire class function as a productive learning community. Our counselor also uses data from our universal screener, the Social Academic and Emotional Behavior Risk Survey (SAEBRS), to create Social Academic Intervention Groups (SAIG). These small groups meet to work on skills such as friendship, regular attendance at school, and self-regulation skills. In the 2017-18 school year 42 out of the 44 (95%) students that were identified made gains on the SAEBS.

Our school counseling program also supports the adults in our building. Our school counselor plays an essential role as our Tier 2 coach for our Positive Behavioral Interventions and Supports (PBIS) Team and our Learning Support Team (LST). Both of these teams meet weekly to discuss individual student's needs, problem solve for solutions, offer support, and provide the necessary tools for teachers to use in the classroom. Through the Tier 2 intervention team in 2017-18, we were able to reduce the number of major referrals by 78%. The counselor is a crucial player on the team that does re-teaching of expected behaviors and helps support universal instruction by overseeing our weekly social skills curriculum that is delivered school-wide. We have continued to see a reduction in the number of behavior referrals over the past three years. Our school counselor works hard to develop common language that is used by all Hoover staff. This consistency is a key component in the culture of Hoover Elementary.

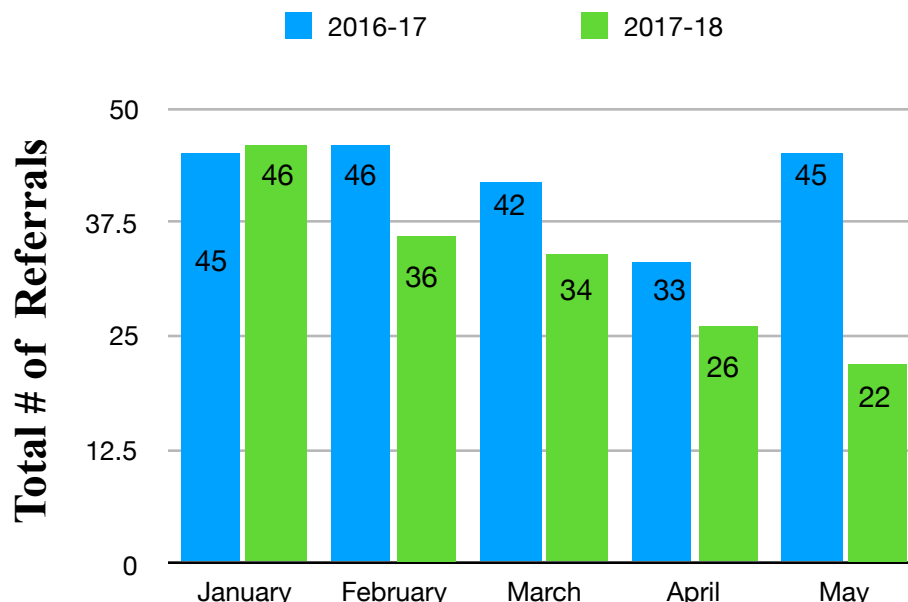
SCHOOL CLIMATE AND SAFETY

PBIS Major Referrals



At Hoover, PBIS is a central component to our climate and safety. If students feel safe at school, they will feel success in the classroom. The school counselor is an essential component to our Tier 1 universal practices and our Tier 2 levels of interventions. The school counselor is in charge of our Paws Pal Packs. Our Paws Pal Packs are multiage groups that are centered around social skills. These lessons are taught across our building every week and every student receives this universal instruction. Our counselor is also a support for the sensory space called "The Den" at Hoover. The school counselor and behavior coach work together collaboratively to provide a sensory break to those students who are in need. During the 2016-17 school year there were 77 incidences of major office referrals. Out of these incidences, over half resulted in a Out-of-School Suspension (OSS). During the 2017-18 school year that number was reduced to 22. This resulted in over 300 extra hours of learning time in the classroom. If students are not in the classroom due to behavior concerns, they no longer are sent home. They are given many opportunities to self-regulate and learn the skills necessary to do so. They are not out of school, they are at school where they need to be in order to learn and function in the classroom. Students also feel more safe at school because their classmates are able to regulate their bodies.

PBIS Minor Referrals



In reflecting on the data from 2016-17, we noticed that the number of referrals went up as the year went on. The largest number of these referrals were physical contact and peer conflict. During the 2017-18 school year, the school counselor took the lead on implementing and developing a positive peer mediation program. Twenty five students were trained to help mediate conflicts outside during recess time. As the school year went on, they continued to receive training and coaching from the school counselor. They had the opportunity to take part in recognizing the positives in the other students. The school counselor trained the positive peer mediators to give out the Hoover Husky Paws as a way to acknowledge students for making expected choices outside at recess. The number of minor office referrals by May 2017 were cut in half. The total number of referrals for the entire second half of the school year were cut down by 47 referrals during the last 5 months of school. This resulted in a much safer learning environment for our students.

STUDENT RESULTS

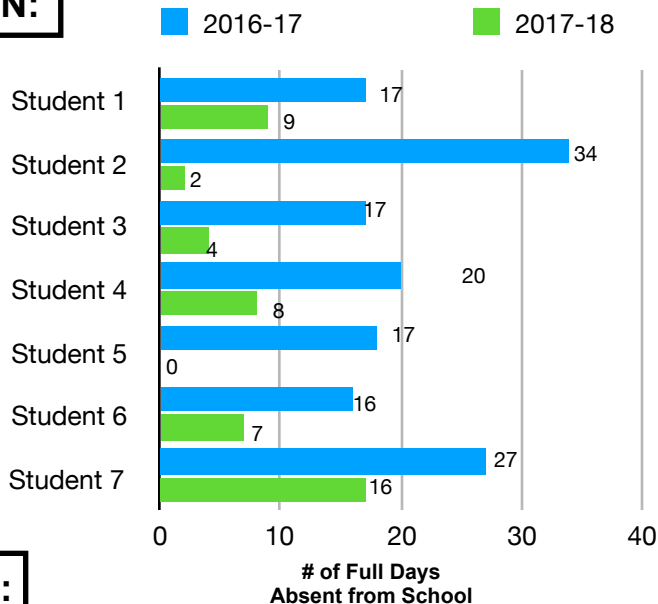
Hoover Elementary's School Counseling Program is guided by the (WCSCM) and the (ASCA) National Model. Data is an essential component in how the school counselor develops, improves, and evaluates student results in the three domains: academic, social/emotional and career.

ACADEMIC DOMAIN:

ASCA Mindsets and Behaviors: M2: Self-confidence in ability to succeed, M4: Understanding that postsecondary education and lifelong learning are necessary for long term career success, B-LS 3: Use Time Management, organizational and study skills, B-SMS 1: Demonstrate ability to assume responsibility

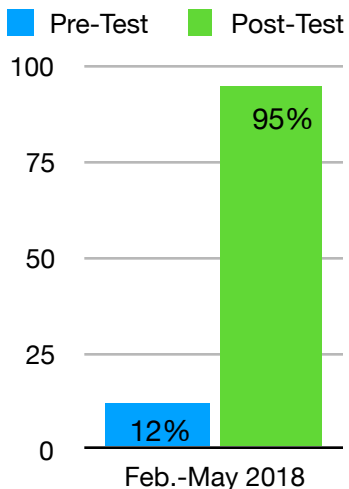
WCSCM: Academic Content Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to successful learning in school and across the life span. A.2 Acquire the skills for improving effectiveness as a learner. A.4.1.2 Set realistic expectations for work and achievement A.4.2.2 Demonstrate how effort and persistence positively affect learning

The school counselor worked with students that were absent a total of 16+ school days during the 2016-2017 school year. The seven identified students had missed a total of 147 days in the 2016-17 school year. The school counselor provided small group instruction and worked collaboratively with a team to help reduce the number for 2017-18 school year. Through this partnership with the principal, the students, and their parents, the number of absences were reduced to 47. This level of intervention resulted in 100 more days of school attendance. The seven students were able to gain a tremendous amount of academic instruction. Each one of these students made significant academic gains during the 2017-18 school year. Students must be in school in order to learn and obtain academic success.



CAREER DOMAIN:

Knowledge of Learning Style



ASCA Mindsets and Behaviors: B-LS 1: Demonstrate critical thinking skills to make informed decisions, B-LS 9: Gather evidence and consider multiple perspectives to make an informed decisions

WCSCM: Career Content Standard G: Students will acquire the self-knowledge necessary to make informed career decisions G1: Develop the ability to make informed career decisions based on self-knowledge G.4.1.2 Discuss and explain behaviors and decisions that reflect interests, likes and dislikes. Career Content Standard H: Students will understand the relationship between educational achievement and career development H1: Attain educational achievement and performance levels needed to reach personal and career goals H.8.1.3 Identify Individual learning styles and multiple intelligences and understand how to apply them in different learning and work situations

In grade 5, every student develops an Educational Career Plan (ECP). The school counselor works with every 5th grade student to develop a plan that answers the following questions: Who are you? Where are you going? How do you get there? This ECP is a Google site that follows students through their entire educational career. In order to have a better understanding of the student's prior knowledge of learning styles, the school counselor implemented a pre-test and a post test survey. During the pre-test, only 12% of the 5th graders had a basic understanding of learning styles and their impact on their educational development. After the ECP was developed, 95% of the 5th graders had a solid understanding of the learning styles and the impact on their educational development.

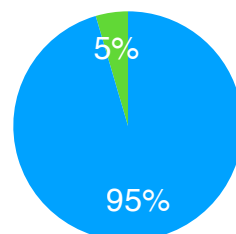
SOCIAL/EMOTIONAL DOMAIN:

ASCA Mindsets and Behaviors: M1: Belief in whole self, including a healthy balance of mental, social/emotional and physical well-being, M2: Self-Confidence in ability to succeed, M3: Sense of belonging in school environment, B-LS 1: Demonstrate critical thinking skills to make informed decisions, B-SMS 7: Demonstrate effective coping skills when faced with a problem
WCSCM: Personal/Social Content Standard F: Students will understand and use safety and wellness skills F1: Acquire and demonstrate self-management and responsibility for health-promoting behavior F.8.1.3 Utilize techniques for managing daily stress and conflict

Hoover Elementary School utilizes the universal screening tool SAEBRs. It tracks all 303 students at our school to ensure that student's social/emotional needs are met in addition to their academic needs. They compliment one another. The school counselor tracked 44 students identified by the screener as at-risk for social/emotional concerns. The school counselor provided weekly SAIG groups. During LST time, the counselor collaborated with teachers on specific student's needs. In addition, the counselor organized weekly staff mentoring between at-risk students and staff. Tier 2 students were part of Check-In/Check-Out (CICO), in which the school counselor organizes. By May 2017, 42 out of 44 students made significant gains on the screener. That is 95% of the students that received these tier 2 interventions. These interventions are vital to our students' success.

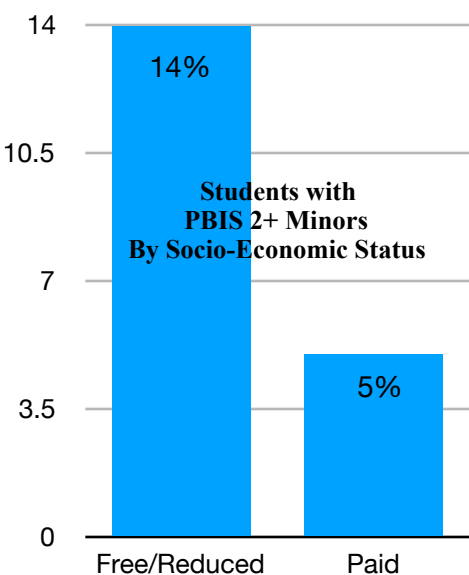
SAEBRS Universal Screener Data

- Students who made growth
- Students that didn't



SCHOOL COUNSELING PROGRAM GOALS

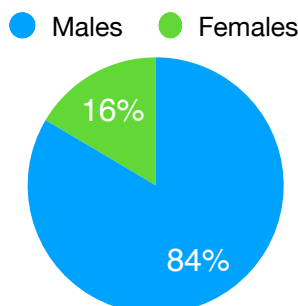
2017-18



In reviewing 2017-18 data and focusing on closing the gap, we noticed that students that are free and reduced status are 3 times as likely to have 2 or more write ups than students that are not. The school counselor will work closely with the Tier 1 team to identify trauma sensitive practices that can be added to classrooms. The school counselor will also help support in reteaching expectations on a regular basis.

Goal 1: By June 2019, students that are free/reduced status and have 2 or more write ups will decrease by 20%.

Physical Aggression Minor Referrals by Gender



In reviewing 2017-18 data and focusing on closing the gap, we noticed that our physical aggression minor referrals were disproportionate when comparing male to female students. Male students are five times more likely than female students to receive a minor referral for physical aggression. The school counselor will run specific groups for male students. The focus will be safe behaviors in the school setting. We will also plan a school wide lesson on personal space.

Goal 2: By June 2019, male students that that have received one referral for physical aggression will decrease by 25%.