



Hudson Prairie Elementary School

Hudson School District

1400 Carmichael Rd., Hudson, WI 54016

(715) 377-3860

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

Principal: Joe Behnke

School Counselor: Aria Krieser

Enrollment: 346

Grades: K-5

2018 Wisconsin School Counseling Program Accountability Report

A continuous improvement document sponsored by the Wisconsin School Counselor Association

PRINCIPAL'S COMMENTS

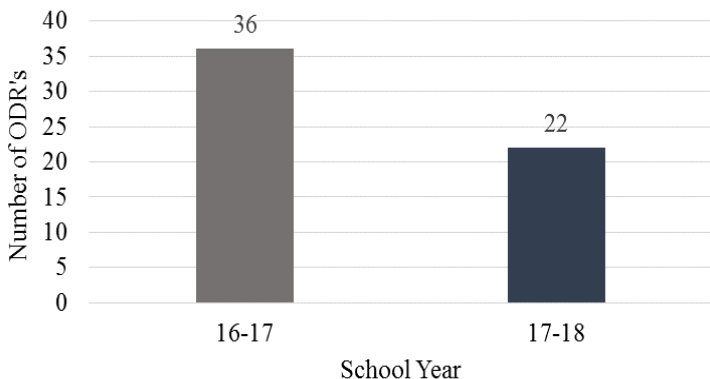
As the principal of Hudson Prairie Elementary School, it is with great pride to report the positive impact and work of the school counseling program (SCP) on students, families, and educators. The Hudson Prairie Wisconsin Counseling Program Accountability Report outlines the positive impact that this 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 leads the Positive Behavior Interventions and Supports (PBIS) team to create a responsible, respectful, and safe community of learners. The school counselor has also initiated 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 50% of students have needed to use it. The school counselor implements and supports staff on PBIS Tier 2 behavior interventions such as, Check in Check out, Social Academic Instructional Groups (SAIG), and the Prairie Pals mentor program that help support students at risk. Results of PBIS have shown a reduction of office referrals from .46/per day in 2016-2017 to .34/per day in 2017-2018. For the class of 2029, disrespect referrals went from 59 in 2016-2017 to 23 in 2017-2018 due to the support of the SCP. On a school climate survey, 99% of students feel safe at school and 98% of students have at least two adults they feel they can approach for help; both of these results from the school counselor's impact on students. The fact that students feel they have relationships with trusted adults stems from the "Wow Buddies" program where students start and end their day by building relationships with adults in the building. The SCP supports academic growth as well. Through the use of small groups in 2017-18, 95 students participated in small groups to help facilitate instruction in areas that impacted their academic growth. Post-program data revealed growth based on grades in the "Learning Skills" area on students' report cards. Hudson Prairie has moved from 71% of students reading at or above grade level in 2008 to 92% in 2018. 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

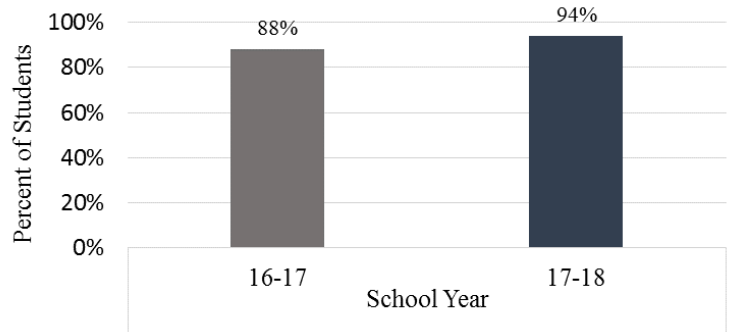
The school counselor facilitates the PBIS Tier 1 team, and during meetings SWIS (School-Wide Information System) data is disseminated and discussed. The lunchroom was an area with Office Discipline Referrals (ODR's) higher than other areas. Many of the lunchroom referrals were in the area of disrespect and across all grade levels. The school counselor and the PBIS team discussed ideas to help support this area for students and staff to feel safe and positive. The school counselor created a lunchroom cool tool with students so teachers could teach a lesson and show on our Kids News. The school counselor and principal also worked with the lunchroom staff on approaches to student behavior and management. The PBIS team decided to use a positive way to promote appropriate lunchroom behaviors with a "Golden Lunch Tray" which was awarded bi-weekly to a grade showing the most respect to others. Throughout this year long process our lunchroom referrals decreased from 36 referrals in 2016-17 to 22 referrals in 2017-18, a 39% decrease.

The school counselor facilitates the PBIS Tier 2 team and a goal was for more students to be successful with Check In Check Out (CICO). Success on CICO is when a student earns 80% of their daily points. The team set a goal that 90% of students entering CICO would earn 80% of their daily points. During the 2017-18 school year the school counselor and PBIS Tier 2 team presented to all teachers at a staff meeting about CICO and retrained CICO greeters. The school counselor also met with all teachers whose students were in CICO to talk through the process and its positive approach. The school counselor communicated with all parents/guardians of CICO students to explain the purpose and goals of CICO and to ensure daily points sheets were coming home. Data was closely tracked through the Tier 2 team and for students who were not making their daily points, the team met with the teacher to discuss layering an intervention if needed (individualized CICO, mentoring, or an SAIG). Through this work from 2016-17 to 2017-18, students earning 80% of their daily CICO points increased by 6%.

Lunchroom Office Discipline Referrals



Students Earning 80% of CICO Points



STUDENT RESULTS

The Hudson Prairie SCP is aligned to American School Counselor Association (ASCA) National Standards and 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.

The school counselor works closely with the school social worker to create plans for students to increase their attendance or decrease their number of tardies. Four students had attendance concerns, two with absences and two with tardies, and the school counselor worked with these students, and their parents, including help with transportation and community resources. Two students were part of a small group that focused on the importance of school, mindset, and dealing with anxious feelings. The other two students came to the school counselor's office for breakfast as needed, and checked in with a greeter every morning. In 2016-17 there were 13 combined tardies and absences and in 2017-18 there were seven, a 46% decrease.

Career Domain:

ASCA Mindsets and Behaviors: M.4. Understanding that postsecondary education and life-long learning are necessary for long-term career success. **WCSCM G.1** Develop the ability to make informed career decisions based on self-knowledge.

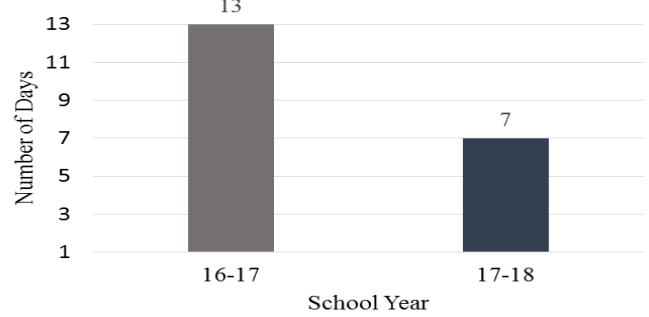
The SCP has career exploration and development as part of the curriculum for every grade level. In 4th grade, 19 students were given a pre-test asking three questions: what is a career, what goes into choosing a career, and name three careers that match their interests and abilities. The school counselor then taught a lesson defining a career, what goes into choosing a career based on interests and abilities, and exploring careers of interest using a career exploration website. Students were then given a post-test asking the same questions. Pre-test results showed seven students could answer all three questions correctly, and post-test results showed 15 students answered all three questions correctly, which is an increase of 114%.

Social/Emotional Domain:

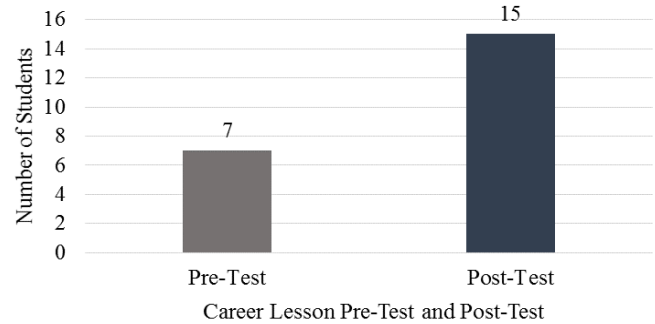
ASCA Mindsets and Behaviors: M.2. Self-confidence in ability to succeed. **B-SMS 10.** Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities. **WCSCM D.4.1.2** Identify and express feelings. **F.4.1.6** Use effective problem-solving and decision-making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

The SCP conducts approximately 20 small groups per school year. These groups are formed based on data (SWIS, Report Cards, and Measures of Academic Progress), and teacher referral to give students access to academic and social/emotional small group counseling. Teachers referred eight fifth grade students to a social skills group due to lack of social skills or positive friendships. A pre-assessment of their skills indicated a deficiency in self-esteem, confidence, problem-solving, and self-advocacy. The school counselor conducted eight lessons with this group with an emphasis on these skills. Post-survey results showed a 33% increase in skill building.

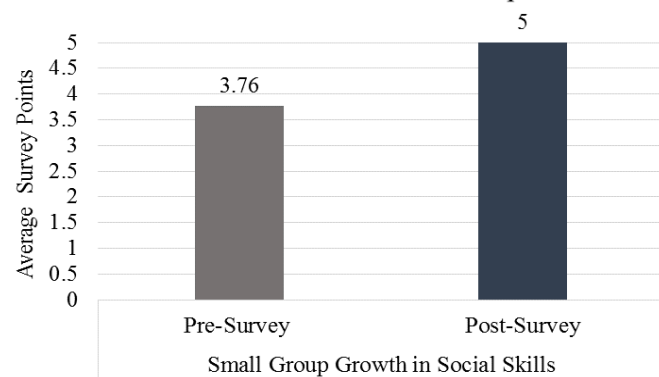
Tardies and Absences for Targeted Group



4th Grade Career Exploration Lesson



Social Skills Small Group

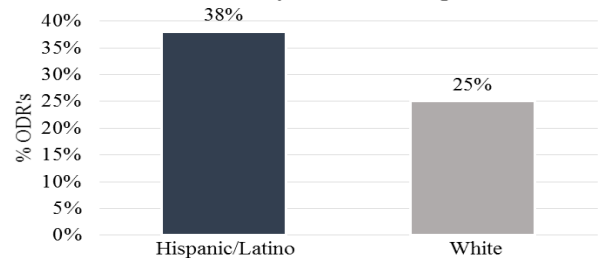


SCHOOL COUNSELING PROGRAM GOALS

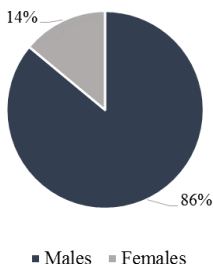
ODR's by Ethnic Group

At the end of each school year, the school counselor looks at the SWIS report to make goals for the next school year. At the end of the 2017-18 school year the report showed the referral risk index indicated Hispanic/Latino students are over-identified with behavior referrals by a 13% gap to the next ethnic group. The school counselor along with the PBIS Tier 1 team will seek to understand this gap and learn more about culturally responsive best practices. The team will then share this with staff and teach about cultural differences, traditions, and ways to respond in a culturally sensitive way. **By June 2019 the number of Hispanic/Latino students receiving ODR's will decrease by 20%.**

Referral Risk Index of Discipline Referrals by Ethnic Group



Physical Aggression ODR's by Gender



Physical Aggression ODR's by Gender

The other gap in the end of the year SWIS report was a significant number of major referrals by males in the problem area of physical aggression. The majority of these referrals occurred at recess. The school counselor has started the process of closing this gap by offering a book club to staff on "Teaching the Male Brain" as well as co-facilitating a class to teachers on male versus female learning and behavior during the summer. The school counselor will include extra lessons in the curriculum about how to understand and deal with strong emotions, especially at recess, and conduct more SAIG groups to students at recess that need extra coaching and support. The school counselor will share these lessons with teachers so they can re-teach as needed. **By June 2019 ODR's for males in the area of physical aggression will decrease by 15%.**