



Willow River Elementary

Hudson School District

1118 4th Street, Hudson, WI 54016

Office: 715-377-3880

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

Enrollment: 345 Grades: K-5

Principal: Kimberly Osterhues School Counselor: Sarah Flier

2018 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. Willow River Elementary School is one of eight elementary schools in the Hudson community. Our student body is made up of students in kindergarten through fifth grade and includes the Hudson School District's Communication Interaction Disorder Elementary Site-Based Program. Our learning community is known for our diversity, welcoming climate, academic rigor and positive culture. We are a neighborhood school and emulate an "All Means All" philosophy in all we do for our students, families and community. The comprehensive School Counseling Program (SCP) is delivered by one school counselor who works collaboratively with administration, staff, parents and outside agencies to make a difference for all Willow River Elementary students.

One of the ways the SCP impacts our school climate is through students being taught to be "UPstanders". "UPstanders" are students who go beyond being a bystander and instead show support for students who are the target of mean behavior. "UPstanders" are recognized with parent contact and at our monthly all school meetings. The inclusion of "UPstanders" has had a tremendous effect on our overall school culture and we have seen more than a 100% increase of "UPstander" reports during the 2017-2018 school year. This program has brought staff, parents and students together for a common cause and this will continue into the 2018-19 school year. The second example of the direct impact the SCP has on our school community is through its recognition of a behavioral referral discrepancy amongst our grade level data. Through a behavioral analysis of the data, aligned curriculum was identified and taught to students through a shared approach with classroom teachers. Students not responding to the core lessons were provided additional tiers of support. As a result of this grade level partnership, an 86% decrease in behaviors occurred in the earlier identified problem behavior according to data from the School-Wide Information System (SWIS).

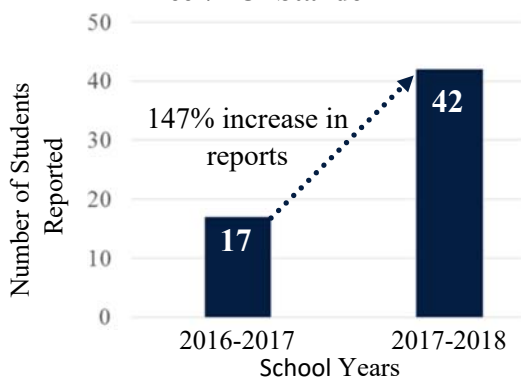
All of these strategies support a strong partnership between the SCP and the learning community as a whole. The SCP is integral in its ability to identify areas of improvement through an analysis of the data that keep student academic and social-emotional needs central. The Willow River Learning Community makes a difference in the lives of our students, families and staff due to the inclusive problem-solving approaches and practices of our SCP!

SCHOOL CLIMATE/SAFETY

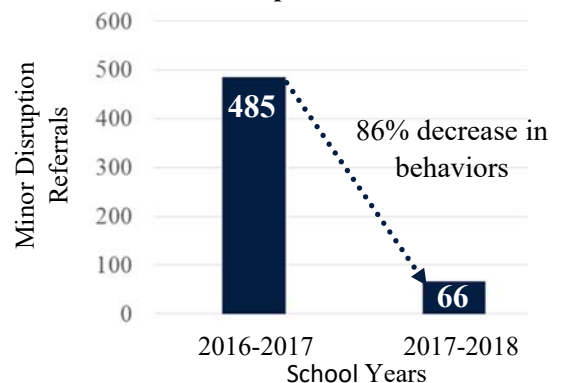
When students stand up for a peer who is a target of mean behavior, they are declared "UPstanders" for going beyond being a bystander who watches the behavior occur. Students are taught through core curriculum four ways one can take action when witnessing mean or bullying behaviors. Students are instructed to say something, befriend the victim, tell an adult, or interrupt the mean behavior. When students observe peers being an "UPstander", they are asked to report this to the counselor. The counselor then contacts parents, rewards students with a t-shirt that continues to promote "UPstanders", and recognizes these students at monthly all-school meetings in front of the entire student body. During the 2017-2018 school year, the SCP focused on creating a culture of "UPstanding" by developing an all-school presentation with student skits, core curriculum, and organizing a Kindness Week to reinforce the message. During the 2016-2017 school year, 17 students were recognized, while in the 2017-2018 school year 42 students were recognized, demonstrating a 147% increase in reports.

One of the SCP goals for the 2017-2018 school year, was to address the gap in behavioral referrals for the class of 2028 as compared to other grades. Disruption was the prominent problem behavior, therefore the SCP focused core curriculum on executive functioning skills such as self-regulation, impulse control, managing strong emotions, and mindfulness strategies. The SCP also introduced Calm Classroom curriculum to students, which teachers continued to use twice a day for more than 11 weeks. Students who did not respond to the core curriculum were invited into a small group to provide more intensive instruction for these skills. Ten students in second grade met for 10 weeks and focused on executive function skills as well as goal setting. During the 2016-2017 school year, group participants received 485 minors for disruptive behavior while in 2017-2018 they received 66—demonstrating an 86% decrease in the problem behavior for these students.

Students Reported for Standing Up for a Peer/ "UPStander"



Disruption Behavior Referrals for Group Members



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: LS.3 Use time-management, organizational and study skills. **WCSCM: B.8.1.3** Apply the study skills necessary for academic success at each level.

One of the literacy goals at Willow River Elementary during the 2017-2018 school year, was for 58% of all students to score above the 60th percentile—which is considered proficient—in the English/Language Arts (ELA) portion of the Measures of Academic Progress (MAP) assessment. The MAP scores for 2nd graders in the Spring 2017 indicated only 54% of this class was proficient. Therefore, during the 2017-2018 school year, the SCP identified the same students, now 3rd graders, who did not reach proficiency during their fall testing session. Sixteen students participated in small groups to receive instruction in SMART goals, identifying motivators, managing stress, utilizing knowledge of learning styles, test preparation, and testing anxiety. Of this group, 94% increased their score in the Spring 2018 ELA portion of the test with five students scoring proficient or advanced. These five students achieving proficiency contributed to the 3rd grade as a whole surpassing the building goal with 61% of students scoring proficient or advanced on the Spring 2018 ELA MAP exam.

Social/Emotional Domain:

ASCA: SMS.7 Demonstrate effective coping skills when faced with a problem. **WCSCM: F.8.1.4** Demonstrate the ability to set personal boundaries and advocate for oneself when these boundaries are violated.

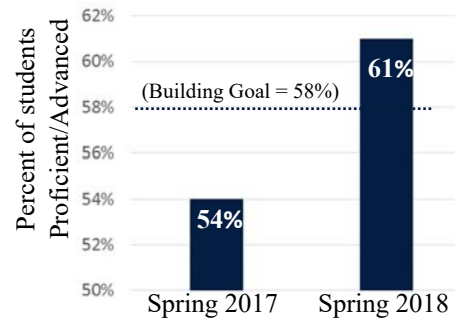
According to Signe Whitson's book "4 Keys to End Bullying", one key to addressing school climate is to ensure students understand the differences between rude, mean, and bullying behaviors. The SCP conducted a six-lesson unit for 3rd grade to focus on accurately identifying these three behaviors and how to handle them appropriately. The SCP instructs students to use "Stop, Walk, Talk" when dealing with rude or mean behavior and encourages students to report to an adult if the mean behavior is harmful or if the behavior meets the definition of bullying. The third grade SWIS behavioral data reflects this new learning with a 75% decrease in disrespectful behaviors towards peers after the unit was completed.

Career Domain:

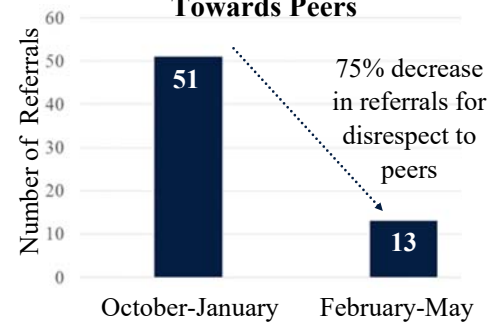
ASCA: LS.7 Identify long- and short-term academic, career and social/emotional goals. **WCSCM: 1.8.3.1** Demonstrate openness to exploring and considering a wide range of occupations and career paths, including those that may be considered new or nontraditional for individuals based on gender, race, culture, ability or other characteristics.

The SCP focuses on the development of a Learner's Resume for the 5th grade students. Core curriculum includes information such as learning style, reputation, growth mindset, and types of training over the course of the school year. This year, the SCP included information regarding non-traditional careers and encouraged students to research careers that are not considered traditional for their gender. Prior to the unit, a pre-survey indicated 9% of 5th grade students could correctly identify a non-traditional career for their identified gender. At the end of the unit, a post-survey indicated 74% could accurately identify a career that is considered non-traditional for their identified gender.

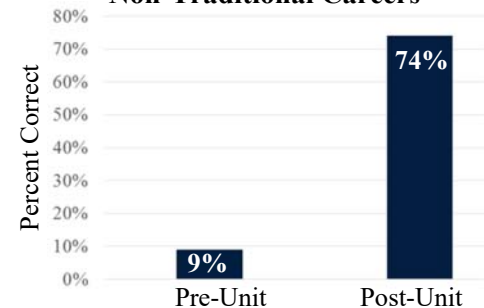
Class of 2017 Proficiency in English/Language Arts Exam for Measures of Academic Progress



3rd grade Referrals for Disrespect Towards Peers



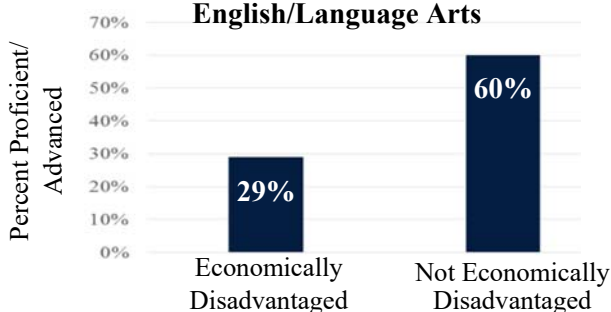
5th graders Correctly Identifying Non-Traditional Careers



SCHOOL COUNSELING PROGRAM GOALS

An achievement gap on the basis of socioeconomic status is present at Willow River, in particular with the English/Language Arts portion of the Forward Exam. Only 29% of students who are economically disadvantaged in grades 3-5 scored proficient/advanced whereas 60% of students who are not economically disadvantaged scored proficient/advanced. The SCP will collaborate with the Willow River Parent Group (WRPG) to develop a book club that will provide literature to students as well as utilize a mentoring program to encourage literacy. **By June 2019, at least 35% of our economically disadvantaged students will be proficient on the Forward ELA exam.**

Socioeconomic Achievement on Forward English/Language Arts



The SCP has been focusing on the gender gap with behavior for the past two years. In researching best practices, working with teachers, and collaborating with graduate students from the University of Wisconsin—River Falls, it is apparent that the location where this gap is the most striking is on the playground. During the 2017-2018 school year, boys were affiliated with 85% of all playground behavioral referrals, while girls held the remaining 15%. The SCP will develop behavioral systems on the playground through coaching, small group instruction, and staff training to help boys be more successful on the playground. **By June 2019, no more than 75% of playground referrals will be affiliated with boys.**

2017-2018 Playground Behavioral Referrals by Gender

