

2018 Wisconsin School Counseling Program Accountability Report

A continuous improvement document sponsored by the Wisconsin School Counselor Association

Wilson Elementary School

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 www.neenah.k12.wi.us/schools/wilson • 920-751-6995
 Grades 4K-5 • Enrollment 306

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

PRINCIPAL'S COMMENTS

As principal of Wilson Elementary, it is my pleasure to recognize the accomplishments of our School Counseling Program (SCP) and the development of our second Wisconsin School Counseling Program Accountability Report. Wilson Elementary continues to be recognized throughout the Valley as one of the highest achieving schools as reported by the Wisconsin School Accountability Report Card. Wilson has a dedicated staff that is engaging in their second full year of being recognized as a Wisconsin Trauma Sensitive School (TSS). Staff are learning and implementing trauma sensitive approaches to instruction and best practices that support all learners and their social/emotional needs. Our SCP works collaboratively with our staff, parents, and outside agencies to have a significant impact on the overall success of all of our students.

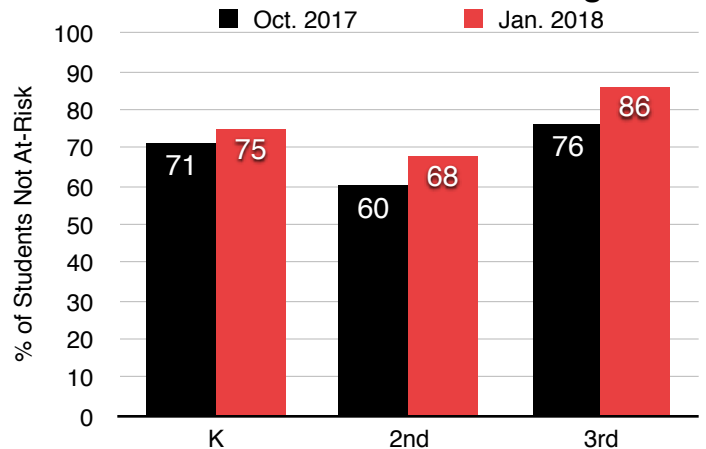
Our SCP provides preventative support and instruction to all students through the school counseling classroom curriculum. The school counselor teaches classroom lessons weekly in kindergarten and first grade, and biweekly in 4-year-old kindergarten and second-fifth grades. The counselor builds students' social and emotional skills and creates a common language that classroom teachers are able to reinforce. In addition, our counselor plays an active role on our Positive Behavior Interventions and Supports (PBIS) Tier 1 and Tier 2 teams. The counselor reviews data to create school-wide and grade-level specific interventions. At a Tier 2 level, the SCP provides small group support to students in need of additional instruction. During the 2017-2018 school year, our counselor met with 43 students in Social and Academic Instructional Groups (SAIG), and 36 of these students (83.7%) showed improvements on their social, academic, and emotional behavior skills as measured by the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS).

Additionally, our school counselor provides for the wellbeing of our students in other areas. The counselor is the point person for allocating resources such as Snack Pack (45 students), the Wilson Wardrobe (clothing for families in need), and holiday giving programs (32 families). Our school counselor has also been a strong advocate in the creation and development of school-based mental health resources through the HOPE (Healthy Outcomes through Positive Engagement) Program. Since its inception in September 2017, our counselor referred 22 students to receive HOPE therapy. This school-based program has helped remove barriers to students receiving therapy and has resulted in less instructional time lost due to out-of-school appointments. Through these examples and many others, our SCP is an integral component contributing to the positive school climate and student achievement at Wilson.

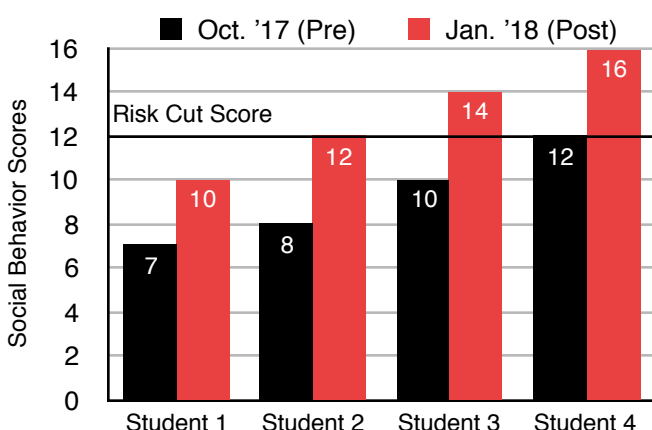
SCHOOL CLIMATE AND SAFETY

The implementation of Positive Behavior Interventions and Supports (PBIS) pairs well with Wilson's TSS efforts and continues to be a priority. Our school counselor plays an active role on our Tier 1 and Tier 2 PBIS teams. Using the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS), our school counselor gathers and analyzes school-wide social/emotional data to guide programming. The fall 2017 data showed a need for additional support in kindergarten, second, and third grade. Based on this data, the school counselor tailored classroom guidance lessons on social skills and conflict resolution, supported targeted students in Social Academic Instructional Groups (SAIG), and used PBIS office discipline referral data to reteach expected behavior. The school-wide SAEBRS data shows that students in these targeted classrooms increased their social, emotional, and academic behavior. The percentage of students who were identified as not at-risk from fall to winter increased in all targeted classrooms, showing the effectiveness of our school counseling program interventions.

Impact of Counseling Interventions on SAEBRS Risk Percentages



Impact of SAIG on SAEBRS Social Behavior Scores



Small group interventions are an important part of our comprehensive school counseling program. In the fall of 2017, teachers consulted our school counselor, concerned for a handful of students who were lacking appropriate friendship skills. The students were identified as at-risk on our SAEBRS assessment and had a number of Office Discipline Referrals (ODRs) relating to relational aggression. The school counselor met with these students in a SAIG once a week for 8 weeks from November to January. The students learned and practiced skills including qualities of a good friend, listening, playing fairly, expressing feelings and needs, accepting others, and conflict resolution. Following the group, all students made significant gains in their prosocial behavior as measured by teachers' observations and the SAEBRS. Prior to the small group intervention the students' average social behavior score was 9.25, as compared to an average social behavior score of 13 upon completion of the group.

STUDENT RESULTS

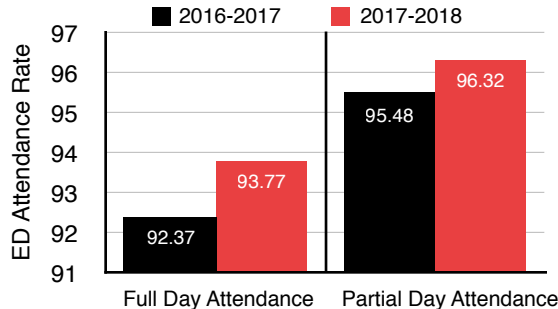
Wilson Elementary's School Counseling Program is guided by the Wisconsin Comprehensive School Counseling Model (WCSCM) and the American School Counselor Association (ASCA) National Model. Data is an essential component in how the school counselor develops, improves, and evaluates student results in the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

ACADEMIC DOMAIN:

ASCA: M 3. Sense of belonging in the school environment. M 6. Positive attitude toward work and learning. B-LS 4. Apply self-motivation and self-direction to learning. B-SMS 1. Demonstrate ability to assume responsibility. **WCSCM:** A.1 Demonstrate an understanding of and responsibility for self as a learner: 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.2 Acquire the skills for improving effectiveness as a learner: A.4.2.2 Demonstrate how effort and persistence positively affect learning. A.3 Demonstrate responsibility for achieving school success: A.4.3.1 Demonstrate taking responsibility for actions in school.

While collecting and reviewing data for the creation of Wilson's 2017 WSCPAR, our school counselor identified a gap between the attendance rate of students who are economically disadvantaged (ED) and those who are not ED. During the 2017-2018 school year, our counselor worked to lessen this gap and increase the attendance rate of students who are ED by running small groups focused on attendance, setting goals with students, creating incentive plans, and communicating the importance of regular and on-time attendance to parents. In addition, our school counselor worked to identify barriers to school attendance including families who were homeless and requiring additional assistance. Through these efforts our full day attendance rate for students who are ED increased from 92.37% to 93.77% and partial day attendance rate from 95.48% to 96.32% from 2016-2017 to 2017-2018.

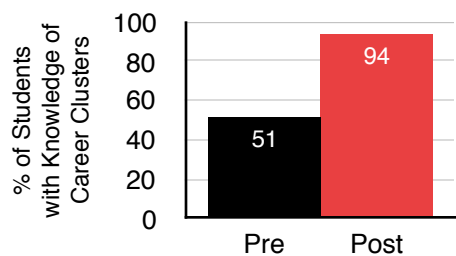
Impact of Attendance Interventions



CAREER DOMAIN:

ASCA: M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success. B-LS 7. Identify long- and short-term academic, career and social/emotional goals. **WCSCM:** G.1 Develop the ability to make informed career decisions based on self-knowledge: G.8.1.1 Demonstrate individual abilities, strengths, skills, and talents. G.8.1.3 Demonstrate positive behaviors and attitudes about the world of work. H.1 Attain educational achievement and performance levels needed to reach personal and career goals: H.8.1.5 Develop an individual learning plan to enhance educational achievement and attain career goals.

Impact of Lesson on 5th Grade Knowledge of Career Clusters



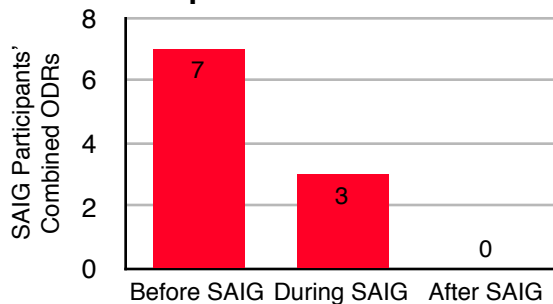
The 5th grade school counseling curriculum focuses heavily on self-knowledge and exploration. As part of the career unit, the school counselor taught a classroom lesson introducing students to the 16 Career Clusters. Prior to the lesson, students completed a pre-test asking if they could identify one career that they were interested in, and if they could accurately match the cluster in which that career fits. Next, the school counselor guided students through completion of a career interest inventory, introduced students to the 16 Career Clusters, and had students complete career research. These lessons were part of a larger career unit in which students created a digital Education and Career Plan (ECP) portfolio that houses learning activities and self-reflections. Students shared their ECPs with the school counselor and often a parent/guardian during the child's 5th Grade ECP Conference. Upon completion of this unit, 94% of 5th grade students were able to identify a career they might be interested in and select the matching career cluster. This was compared to 51% of students prior to the career unit, an increase of 43%.

SOCIAL/EMOTIONAL DOMAIN:

ASCA: 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. **WCSCM:** D.1 Acquire and demonstrate self-awareness and self-acceptance as they relate to understanding oneself: D.4.1.2 Identify and express feelings appropriately. D.4.1.3 Practice self-control. D.2 Acquire and demonstrate acceptable interpersonal skills as they relate to understanding oneself and others: 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.

During the 2017-2018 school year, our counselor met with 43 students in Social and Academic Instructional Groups (SAIG). The school counselor reviewed SAEBRS universal screening data, ODR data, and consulted with classroom teachers to form small groups. Based on the needs of the students, the counselor focused SAIG on positive school behavior, peer relationships, and emotional regulation. Skills taught included listening, following directions, showing respect, working with others, conflict resolution, expressing feelings, and coping skills. As students learned and practiced these skills during SAIG, they were able to transfer their learning to other environments, resulting in fewer ODRs. The graph to the right demonstrates an example of one particular SAIG in which the students' combined total of ODRs decreased as follows: 7 prior to SAIG, 3 during SAIG, and 0 following SAIG, illustrating that the students were able to maintain the skills they learned.

Impact of SAIG on ODRs

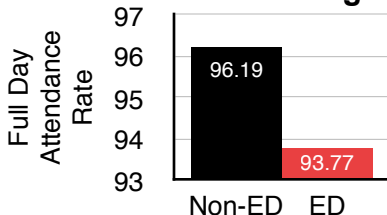


SCHOOL COUNSELING PROGRAM GOALS

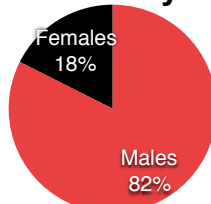
Increasing the attendance rate of students who are economically disadvantaged (ED) has been one of our areas of focus. While we have made progress in increasing the attendance rate for this subgroup from 92.37% in 2016-2017 to 93.77% in 2017-2018, there continues to be a gap between students who are ED and those who are not ED. To continue 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 2019, the attendance rate of students who are ED will increase to 94.5% or greater.

Goal 1: Truancy By Economic Disadvantage



Goal 2: ODRs By Gender



While reviewing 2017-2018 Office Discipline Referral (ODR) data, it is noted that male students are receiving referrals at a much higher rate than female students, and this rate has continued to increase over the last two years. 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 2019, male students receiving ODRs will decrease to less than 75% of total ODRs.