

# Hudson Prairie Elementary

Hudson School District

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

# Joe Behnke, Principal

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## 2019 Wisconsin School Counseling Program Accountability Report School Counselor: Aria Krieser

**Enrollment:** 512 Students (Grades: K-5): 7.24% FRL, 0.01% ELL, 11.4% IEP, 87.84% White, 1.18% African American, 1.57% Asian, 3.3% Hispanic, 4.9% Multi-racial

A continuous improvement document sponsored by the Wisconsin School Counselor Association

### RESULTS REPORT

**Meeting Reading Growth Target** Students learned strategies for strengthening their growth mindset, test-taking, and their individual learning styles in a small group setting. **Results showed 57% of participating students who had not met their Measures of Academic Progress (MAP) target in reading the prior year, met their growth target on the spring 2019 MAP reading test.**

**ASCA Model Domain:** Academic

**Mindsets & Behaviors Standard:** M2. Self-confidence in ability to succeed.

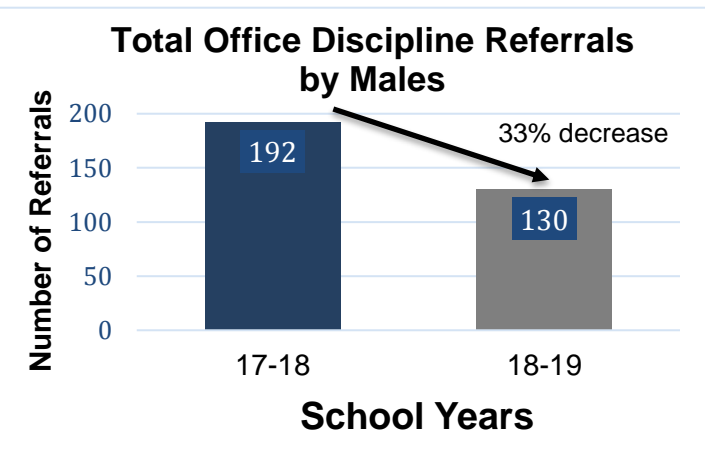
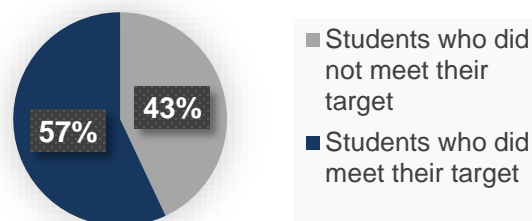
**Student Need:** The School Counseling Program (SCP) identified students who were below the 60<sup>th</sup> percentile on their spring reading scores, were not already receiving an intervention, and did not meet their growth target because they may lack perseverance or test-taking skills.

**Action Plan:** The school counselor (SC) facilitated small groups focused on best practice strategies related to growth mindset, test-taking strategies, learning styles, perseverance, test preparation, and coping with test anxiety to help students increase their success on test-taking.

**Participation (Process) Data:** Two small groups with a total of 14 third and fifth grade students participated in eight 30-minute group sessions.

**School Counselor Role:** The school counselor identified participants and the school counselor facilitated all support groups.

#### Students Meeting Growth Target in Reading after Academic Success Group



#### Closing Gender Gap for Behavior Referrals

Behavioral data showed a gap between male students and female students earning behavioral referrals with males being more likely to earn them. The SCP addressed this gap through facilitating staff book clubs, sharing data and brain research at staff meetings, co-facilitating a staff professional development class on male versus female brains, facilitating small groups focusing on self-control, and increasing male mentoring. **The result was a 33% decrease in the percent of male students earning behavioral referrals from the year prior, which is closing the referral gap between males and**

**female students earning Office Discipline Referrals (ODR's).**

**ASCA Model Domain:** Social/Emotional

**Mindsets & Behaviors Standard:** B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities.

**Student Need:** Behavioral data in past years showed a disparity between genders for referrals. The number of male ODR's in 2017-18 was 192, which is 82% of the total, and female ODR's was 42, which is 18% of the total.

**Action Plan:** The SC facilitated two rounds of a staff book club using the research-based book "Teaching the Male Brain: How Boys Think, Feel and Learn in School" by Abigail Norfleet James. The SC shared research to staff during staff meetings, and co-facilitated a half-day workshop on male brains. The SC and the Positive Behavior Intervention Support Team had staff reflect on male students who had internalizing or externalizing behaviors and would benefit from Check In Check Out (CICO) or support from a male mentor. The SC facilitated these pairings. The SC facilitated self-control and positive behavior groups.

**Participation (Process) Data:** All 16 grade level teachers learned about male brain research and behavior data, 10 staff members participated in the book clubs, and 19 K-5 male students participated in CICO and mentoring based on School-Wide Information System (SWIS) data and teacher referral. Forty male students from grades K-5 participated in seven small group sessions per grade level for 30 minutes each on self-control and positive behavior. These students participated in small groups based on SWIS data and teacher referral.

**School Counselor Role:** The school counselor facilitated in-servicing and staff meeting information, facilitated the small groups, as well as all of the CICO and mentoring pairings and procedures.

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## **Reducing Number of Nurse Visits**

The SC works closely with the school nurse for the needs of students in many aspects. The SC and school nurse communicate regularly about students visiting the nurse because of anxiety or worries. Students participated in a "Worry Warrior" small group for eight weeks. ***As a result, combined loss of instructional time due to health office visits for these students decreased by 50% between first and second semester, from 180 minutes to 90.***

**ASCA Model Domain:** Academic

**Mindsets & Behaviors Standard:** B-SMS 7.

Demonstrate effective coping skills when faced with a problem.

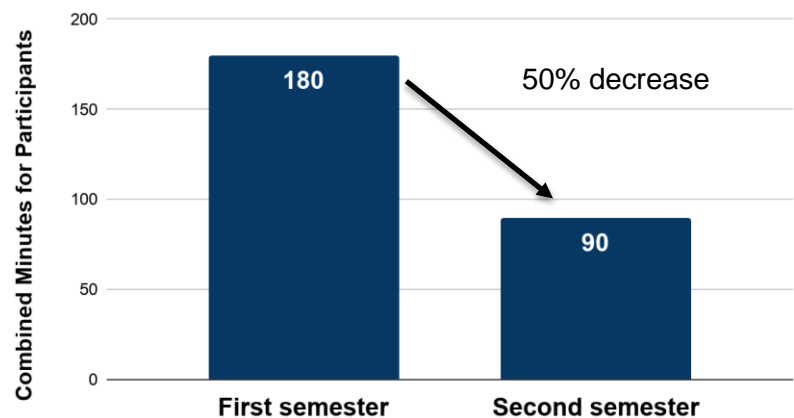
**Student Need:** Students were identified who visited the health office due to anxious feelings three or more times during the first semester and missing academic opportunities.

**Action Plan:** The SC along with the school nurse identified students who had high numbers of nurse visits during the first semester of school based on anxiety or anxious symptoms. The SC facilitated a small group focusing on research-based cognitive behavioral approaches for students to use and help keep them in the classroom. Strategies included deep breathing, mindfulness, positive self-talk and visualization.

**Participation (Process) Data:** A total of six students from 3<sup>rd</sup> and 4<sup>th</sup> grade participated in the eight week small group for 30 minute sessions. The SC met with these students at least once individually after group was finished.

**School Counselor Role:** The school counselor facilitated the small group and met with these students individually to talk through strategies they were feeling success with. There was also communication with all of the parents during the school year to discuss the needs of their child and bridge the home-to-school communication.

**Instructional Time Lost Due to Health Office Visits**



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## **2019-2020 STUDENT PROGRAM GOALS**

### **Student Program Goal #1**

By June 2020 the number of ODR's earned by 2nd grade students will decrease by 20%, from 58 to 46 ODR's.

### **Student Program Goal #2**

By June 2020, out of 18 identified students who had not met their spring 2019 MAP reading growth target, 70% will meet their spring 2020 MAP reading growth target, from 0 students to 13 students.