

2019 Wisconsin School Counseling Program Accountability Report

Willow River Elementary

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www.hudsonraiders.org/schools/willow-river-elementary



School Counselor: Sarah Flier

School Information: Enrollment: 320 students | Grades: K-5

Student Groups: 18.1 % Students with Disabilities | 15 % Economically Disadvantaged | 2.2 % English Learners

Race/Ethnicity: 90.9 % White | 3.1 % Hispanic/Latino | 2.5 % Black or African American | 1.6 % Asian | 1.9 % Two or More Races

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2018-2019 STUDENT RESULTS REPORT

Meeting Growth Targets in Reading

The School Counseling Program (SCP) focused core curriculum in academic skills such as goal setting, test taking strategies, and growth mindset for all 3rd grade students. Students who did not meet their growth target also participated in a small group to reinforce these skills as well as one-on-one meetings to discuss individual goals. In spring 2019, 76% of 3rd graders met their growth target goal on the Measures of Academic Progress (MAP) assessment in English/Language Arts (ELA) and 90% of all small group participants met their growth target.

ASCA Model Domain: Academic

Mindsets & Behaviors Standard: LS.6. Demonstrate ability to overcome barriers to learning.

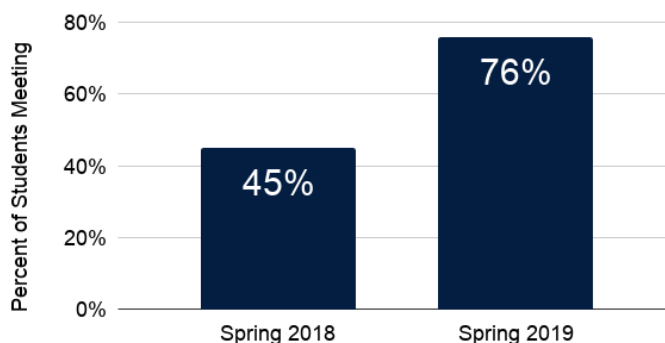
Student Need: One of the indicators for the Willow River leadership team's goals for literacy was for 65% of students to meet their spring-spring goal on the MAP assessment in ELA. The 3rd grade class had 45% meeting goal and therefore, became the target for intervention. Students who missed their spring growth target by 10 points or more (a "Growth Index Score" of -10) and who did not receive other services for reading, were invited into a small group to continue work in academic skills to increase growth on the spring 2019 MAP ELA assessment.

Action Plan: By changing the core curriculum to focus on academic skills, all students received instruction in goal setting, learning styles, organization, and test taking strategies. The evidence-based "Ready for Success" curriculum was utilized for core instruction and supplemental activities were used for small group lessons to reinforce skills. Small group participants also met individually on two occasions with the counselor to work on developing goals.

Participation (Process) Data: Sixty third-graders participated in seven 30-minute lessons pertaining to academic success. Ten third-grade students participated in an additional seven 30-minute small group sessions. Small group members also had two individual meetings to discuss their personal academic goals.

School Counselor Role: The SCP organized and instructed the core curriculum, identified students who did not meet their ELA goal in the spring of 2018 for support in small groups, facilitated the small group sessions, and consulted with group participants individually on two occasions to discuss personal goals.

Third Grade Students Meeting Growth Targets in Reading on Measures of Academic Progress Assessment

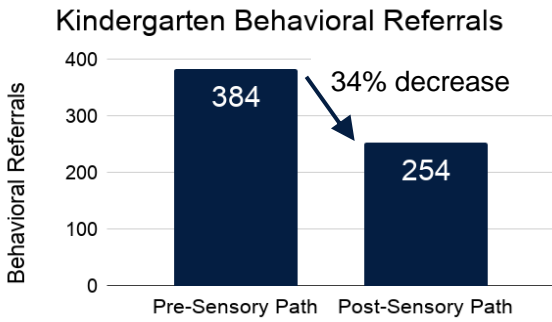


Reducing Kindergarten Behavioral Referrals

In an effort to reduce the disproportionate number of behavioral referrals in Kindergarten, the SCP collaborated with district occupational therapists to research and install a "sensory path" for Kindergarten students. Students utilized the sensory path each day to utilize each day to promote focus, sensory input, and body movement. In the five months since implementing daily use of the sensory path for all Kindergarten students, a 34% decrease in behavioral referrals was observed.

ASCA Model Domain: Social/Emotional

Mindsets & Behaviors Standard: SMS.2 Demonstrate self-discipline and self-control



Reducing Kindergarten Behavioral Referrals cont.

Student Need: Observations of the behavioral data by grade in January 2019 shows a drastic gap in referrals for Kindergarten compared to other grades. While younger learners typically require the most behavioral coaching, 43% of the school's referrals involved Kindergarten students. Past data showed Kindergarten with only 22% of the behavioral referrals in January of 2018 and 28% in January of 2017. The SCP collaborated with Kindergarten teachers, district occupational therapists, and custodial staff to install a sensory path for all students to use throughout the day.

Action Plan: Both perceptual data from Kindergarten staff and historical behavioral data showed a need for a tool to help students maintain focus during their day and strengthen cognitive functioning. The SCP installed this action-based intervention in an effort to provide all students with a physical outlet while decreasing behavioral referrals and Kindergarten opted to make it a part of their daily routine.

Participation (Process) Data: All 64 Kindergarten students went through the sensory path each school day mid-morning beginning in February 2019 through June 2019. The path took students approximately four minutes to complete, and often the classes would complete the path twice.

School Counselor Role: The school counselor collaborated with occupational therapists, custodial staff, and Kindergarten teachers to install the sensory path in a central location for all students to use. The SCP instructed classes in how to use the path appropriately, and created a video to demonstrate this for teachers.

Reducing Health Office Visits

The SCP co-facilitated a small group focused on managing anxiety with a mental health therapist. Group members had 19.11 combined hours of lost instructional time due to health office visits during the 2017-2018 school year. After the group early in the 2018-2019 school year, group members lost only 7.46 combined hours of instructional time for health office visits, demonstrating a gain of 11.65 hours of instructional time.

ASCA Model Domain: Social/Emotional

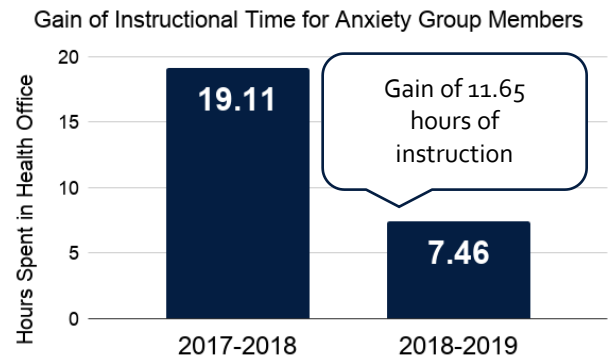
Mindsets & Behaviors Standard: SMS.7 Demonstrate effective coping skills when faced with a problem.

Student Need: A growing number of students in our building have been exhibiting anxious behaviors. Many parents and teachers have been collaborating with the SCP for resources to assist students in managing anxiety so that it does not impede their academic and social/emotional success. Health office data identified students to participate as well as parent and teacher referrals due to the fact that students experiencing anxiety often have physiological symptoms that result in a health office visit. These visits, however, result in a loss of instructional time.

Action Plan: The Hudson School District was recently awarded a mental health grant that has allowed for counselors to co-facilitate groups with a mental health therapist. The SCP saw this as an opportunity to provide research-based small group intervention for students and teach new skills for managing anxiety.

Participation (Process) Data: The SCP identified six students; three in 3rd grade, two in 4th grade and one in 5th grade who had been referred by teachers or parents for having anxious behaviors and cross referenced with health office data. The group ran for seven 30-minute sessions focusing on psychoeducation as well as healthy coping strategies to assist students in managing their anxiety.

School Counselor Role: The school counselor contacted families, co-facilitated the small group sessions, organized the group curriculum, and collaborated with the health office to monitor student visits.



2019-2020 STUDENT PROGRAM GOALS

Student Program Goal #1

By May 2020, first-grade students will increase the percent of students scoring proficient on the MAP assessment in ELA by 15%, from 61% to 70%.

Student Program Goal #2

By June 2020, 5th grade economically disadvantaged students will increase the percent of students scoring advanced or proficient on the Forward ELA exam by 15% from 44% to 52%.