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.

ASCRA Model Domain: Academic

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.

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.

ASCRA Model Domain: Social/Emotional
Mindsets & Behaviors Standard: SMS.2 Demonstrate self-discipline and self-control
By June 2020, first-grade students will increase the percent of students scoring proficient on the MAP assessment in ELA by 15%, from 61% to 70%.

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%.