

# 2019-2020 & 2020-2021

## Wisconsin School Counseling Program Accountability Report

### Hudson Prairie Elementary School

**Joe Behnke - Principal**

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**School Counselor:** Aria Krieser



School Information: Enrollment: 479 | Grades: K-5

Student Groups: 11.1% Students with Disabilities | 11.1% Economically Disadvantaged | 2.3% English Learners

Race/Ethnicity: 2.1% Two or More Races | 1.9% Asian | 1% Black or African American | 3.3% Hispanic/Latino | 90.6% White

*A continuous improvement document sponsored by the Wisconsin School Counselor Association*

## 2019-2020 & 2020-2021 STUDENT RESULTS REPORT

### Supporting Students on Reading Test Scores

Students learned test-taking strategies and growth mindset through small group counseling and Life Skills class time. **Results showed an 11% increase in amount of 4<sup>th</sup> grade students scoring above the 60<sup>th</sup> percentile on the Measures of Academic Progress (MAP) test in reading.**

**ASCA Model Domain:** Academic

**Mindsets & Behaviors Standard:** M5. Belief in using abilities to their fullest to achieve high-quality results and outcomes. B-SMS 6. Ability to identify and overcome barriers.

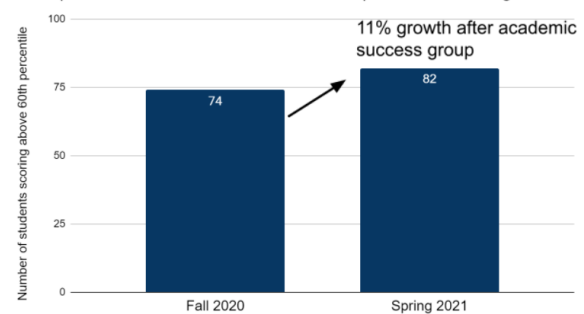
**Student Need:** Students who scored under the 60<sup>th</sup> percentile on their fall MAP reading test and were not already receiving additional interventions in grade four were identified. The school counselor (SC) then collaborated with teachers to identify students in that group who needed extra support in the areas of perseverance, growth mindset, and test-taking. After the group and lessons there was an 11% increase in the amount of students in the grade scoring above the 60<sup>th</sup> percentile and 75% (six out of the eight) students that participated in the small group scored above the 60<sup>th</sup> percentile benchmark on the spring MAP test in reading. Students needing extra support in learning skills may have difficulty with taking tests and other future academic challenges.

**Action Plan:** The SC organized small group evidence-based curricula on mindsets and test-taking strategies. The SC also taught lessons on test-taking and growth mindset during Life Skills class time with all the 4<sup>th</sup> grade students. With these skills being taught and supported, students have more opportunity to show what they know on any test they may take and closing any future achievement gaps.

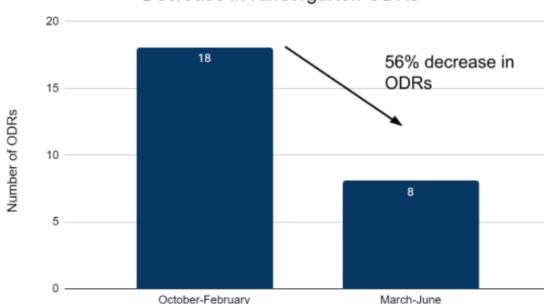
**Participation (Process) Data:** A total of eight students participated in eight weekly small groups for 30 minutes each session.

**School Counselor Role & Responsibilities:** The school counselor delivered the small group lessons, discussed the benefits of having a growth mindset in all they do, and provided support for transferring their skills from group to the classroom setting. Students reported understanding these concepts and utilizing them when needed. The school counseling program (SCP) will continue to look at multiple forms of data to identify students to support their academic success with small groups.

Impact of Academic Success Small Group on MAP Reading Scores



Decrease in Kindergarten ODRs



### Closing Gap in Kindergarten Behavior Referrals

Students learned self-regulation and problem-solving strategies during Life Skills classes. **Results showed a 56% decrease in Office Discipline Referrals (ODRs) earned by kindergarten students.**

**ASCA Model Domain:** Social/Emotional

**Mindsets & Behaviors Standard:** B-SMS 7. Effective coping skills. B-SMS 2. Self-discipline and self-control.

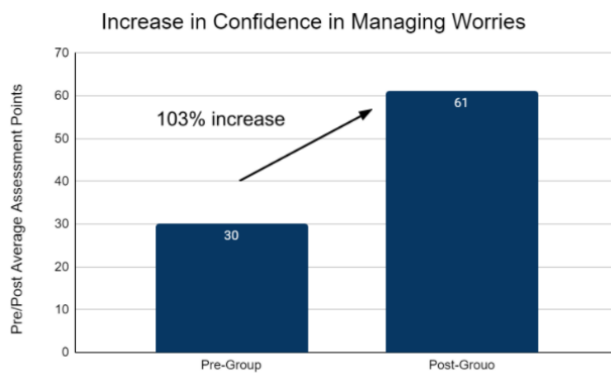
**Student Need:** School-wide behavior data showed the highest number of ODRs were earned by kindergarten having 22% of the school-wide referrals.

Teachers recognized a need for emotion management, self-regulation and problem-solving. Most referrals were for physical aggression and physical contact with peers. High discipline referrals impact student's social/emotional growth and their academics due to time out of the classroom.

**Action Plan:** Students who have emotion awareness, management, and skills for calming are more successful academically and socially/emotionally. Kindergarten students need extra skill-building in these areas based on their age and development. Evidence-based programs were taught to all kindergarten students during Life Skills classes which helped to close the opportunity gap for students with behavior challenges.

**Participation (Process) Data:** All 68 kindergarten students participated in two lessons for 35 minutes each on the *Zones of Regulation* where students learned about feelings, what zone they belong in, and strategies to help calm their brains and bodies in each zone. Six lessons for 35 minutes each were taught on *Kelso's Choices* where students learned ways to solve problems. They also learned the difference between small and big problems and when to get help from a trusted adult.

**School Counselor Role & Responsibilities:** The school counselor taught all the lessons during Life Skills class time. The school counselor also shared lessons and materials with all kindergarten teachers to re-teach as needed and use in the classroom. Based on school-wide data and teacher feedback, students learned skills needed to better regulate and problem-solve in and out of the classroom. The SCP will continue to focus on self-regulation and problem-solving lessons for all kindergarten students.



### Increase in Confidence in Managing Worries

Students in small groups learned about managing worries and anxious behaviors. **The results showed a 103% increase in their confidence in managing worries and anxious feelings.**

**ASCA Model Domain:** Social/Emotional

**Mindsets & Behaviors Standard:** B-SMS 7. Effective coping skills. B-SMS 10. Ability to manage transitions and adapt to change.

**Student Need:** After the school closure due to the pandemic the school counselors surveyed parents before the school year started asking for feedback about their child's social and emotional needs in the transition back to school. The survey results showed 44.2% of

parents indicating anxiety support as a social/emotional need for their children. Students with anxiety or anxious behaviors may have difficulties with peer interactions, participating in class and learning to their fullest.

**Action Plan:** The school counselor used a small group curriculum that uses cognitive-behavioral techniques and other school counselors reported had positive impacts on their anxious students. Using cognitive-behavioral techniques has been found to be effective addressing anxiety within school systems and gives identified student's knowledge, skills and beliefs about anxiety and worries that would positively impact their whole self. A 10-point scale was used for students to rate their ability to manage worries, as well as a pre-group and post-group assessment.

**Participation (Process) Data:** A total of 35 students participated in this small group throughout the school year in grades 1-5. The lessons took 25 minutes per week and the group lasted eight weeks.

**School Counselor Role & Responsibilities:** The SCP surveyed parents, disseminated the data, and selected students to participate in small group sessions. In addition, the school counselor organized the materials and facilitated all of small groups for every grade level. The school counselor shared resources with families and teachers to help support students with their skills at home and in the classroom. The SCP will continue to work with small groups and individually with students to support worry and anxiety.

## 2021-2022 ANNUAL STUDENT OUTCOME GOALS

### Annual Student Outcome Goal #1

By June 2022, the amount of males earning ODRs will decrease by 15% from 100 total ODRs to 85 or less ODRs.

### Annual Student Outcome Goal #2

By June 2022, the number of 3<sup>rd</sup>-5<sup>th</sup> grade students scoring proficient or advanced on the ELA Forward Exam will increase by 7.8% from 53.2% to 61% scoring proficient or advanced.