

# 2019-2020 & 2020-2021

## Wisconsin School Counseling Program Accountability Report

### North Hudson Elementary Shannon Sexe

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www.hudsonraiders.org/school/north-hudson-elementary/



### School Counselor: Christine Paulsen Strop

School Information: Enrollment: 285 Students | Grades: K-5  
Student Groups: 20% Students with Disabilities | 21.1% Economically Disadvantaged | 1.8% English Learners  
Race/Ethnicity: 89.5% White | 2.5% Asian | 1.1% Black or African American | 2.8% Hispanic/Latino | 4.2% Two or More Races |

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

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

### Decreasing Kindergarten Discipline Referrals

All kindergarten students learned skills for managing conflicts through the core curriculum. **After starting the classes, results showed a 24% decrease in discipline referrals (majors and minors) that involved peers.**

**ASCA Model Domain:** Social/Emotional

**Mindsets & Behaviors Standard:** B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them | B-SMS 1. Responsibility for self and actions

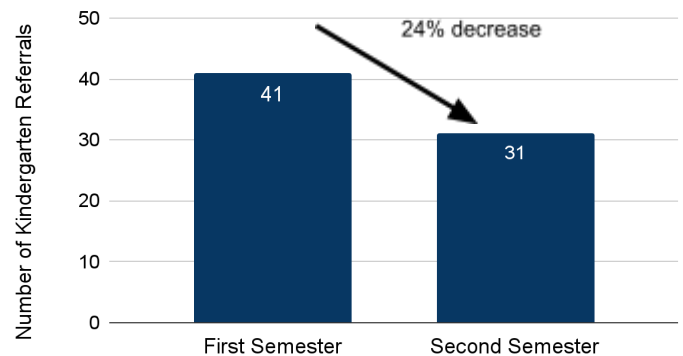
**Student Need:** Discipline data showed disproportionality in referrals with kindergarten comprising 68% of the total referrals (majors and minors) with peers involved in grades K-5 from September 2020-January 2021. Lack of positive problem-solving skills can negatively impact a student's relationships, self-esteem and learning.

**Action Plan:** An evidence based curriculum to teach students skills for resolving conflicts was selected to help students problem-solve on their own, increase positive peer interactions and support positive behavior. Focusing on these skills will empower students to be more independent, self-confident, will increase instructional time and reduce behavioral disruptions.

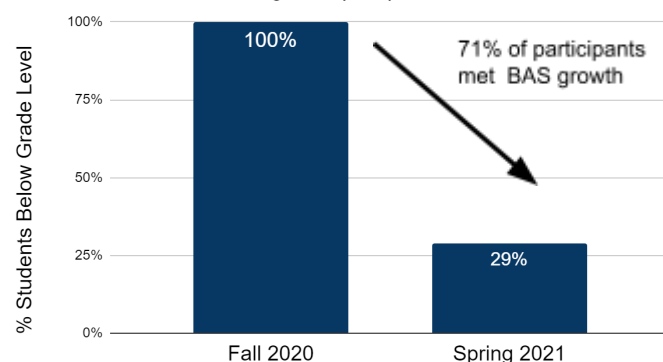
**Participation (Process) Data:** All 47 kindergarten students participated in five 35-minute classroom lessons.

**School Counselor Role & Responsibilities:** The School Counseling Program (SCP) identified the grade level, selected and delivered the curriculum and communicated with parents and grade level teachers to reinforce skills. The classroom instruction was effective in reducing the number of referrals that occurred with peers. The SCP will continue teaching conflict management skills at kindergarten because of historical data and the effectiveness of the programming. Additionally, due to an increase in class sizes, the counselor will move to weekly life skills classes for kindergarten in the 2021-2022 school year.

School Counseling Curriculum Impact on Discipline Referrals



School Counseling Group Impact on BAS Growth



### Meeting Growth Expectations in Reading

Students learned skills for improving academic success through small group counseling. **In spring 2021, 71% of participants made at least one full year of growth in reading as measured by the monthly growth expectations by the Fountas and Pinnell Benchmark Assessment System (BAS).**

**ASCA Model Domain:** Academic

**Mindsets & Behaviors Standard:** B-SMS 6. Ability to identify and overcome barriers

### **(Meeting Growth Expectations in Reading continued)**

**Student Need:** Participating students (100%) scored below grade level expectations in reading as measured by the BAS in fall 2020 and also scored “developing” in at least one learning behavior on the first trimester report card or had attendance concerns with 8 or more tardies or absences in the first semester. Deficits in learning skills and attendance concerns may impact a student’s confidence, motivation and academic success.

**Action Plan:** Evidence based strategies including goal setting, work habits, seeking and accepting feedback, self-management, self-regulation and grit were taught to reinforce learning strategies that were being taught in the classroom setting. With a focus on these skills, students will be more likely to maximize academic growth and reduce future achievement gaps.

**Participation (Process) Data:** Seven fifth grade students participated in six-20 minute small group sessions.

**School Counselor Role & Responsibilities:** The SCP collaborated with teachers and administration in a data roll-through meeting and identified students, organized the curriculum, facilitated the small group sessions and communicated with classroom teachers. The group was effective in helping students make growth in the area of reading. In the future, the SCP will continue to review data to organize and implement interventions that support students in their academic achievement but will add individual meetings with students on goal setting and reflection after the small group instruction ends.

### **Increase in Confidence Managing Worry**

Through small group counseling, students learned what worry is, how it affects the body and practiced strategies for managing worry. **Results showed a 134% average increase in participants’ confidence in managing worry.**

**ASCA Model Domain:** Social/Emotional

**Mindsets & Behaviors Standard:** B-SMS 7. Effective coping skills

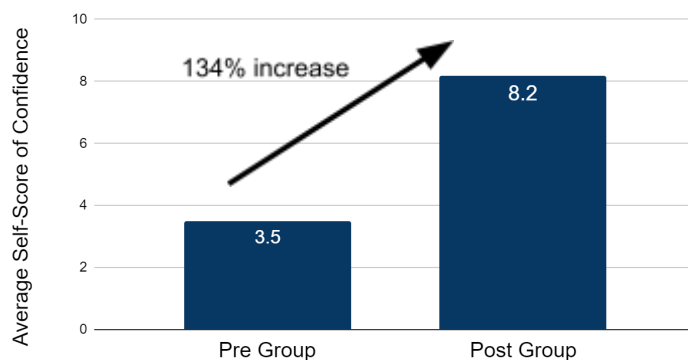
**Student Need:** After school closure for COVID, the SCP surveyed parents to assess student needs K-5 and to plan for their transition back to school. 41% of the parents identified anxiety as a social/emotional concern for their child. Students with anxiety may have difficulties separating from caregivers, socializing with peers, participating in class and learning.

**Action Plan:** Cognitive-behavioral techniques have been effective in addressing anxiety in children. The SCP selected evidence-based cognitive-behavioral strategies to increase the ability for students to manage their worries and cope throughout the school day. A 10-point scale was used for students to rate their ability to manage their worries.

**Participation (Process) Data:** 34 students (including 3 virtual) in grades 1-5 participated in six-20 minute small group sessions.

**School Counselor Role & Responsibilities:** The SCP surveyed parents, selected the students based on the survey, organized the curriculum and facilitated the group sessions. In addition, the SCP co-facilitated a book club to provide parents with strategies to help their children address worries. The group was very effective in providing students the tools and confidence to manage their worries. The SCP will continue to offer this group to support students and will continue to provide the book club opportunity for parents.

School Counseling Group Impact on Managing Worry



## **2021-2022 ANNUAL STUDENT OUTCOME GOALS**

### **Annual Student Outcome Goal #1**

By May 2022, grades 3-5 students will increase the score of proficient or advanced on the Forward Exam ELA by 10%, from an average of 55% (2021) to 60.5% (2022).

### **Annual Student Outcome Goal #2**

By June 2022, kindergarten students will decrease the total percentage of K-5 office discipline referrals (ODRs) by 25%, from 51% (2021) to 38% (2022).