

2021-2022

Wisconsin School Counseling Program Accountability Report E.P. Rock Elementary

Hudson School District
www.hudsonraiders.org/schools/ep-rock-elementary

Dolf Schmidt, Principal
340 13th Street South, Hudson, WI
(715) 377-3840

School Counselor: Kelly Curtis-Slaughter

Enrollment: 405 Students (Grades: K-5)
Student groups: 15% Special Education | 19.5% Economically Disadvantaged | 6% English Learners
Race/Ethnicity: 5.1% African American | 80.5% White | 4.7% Asian | 9% Hispanic | .7% American Indian | 4.4% Multi-racial

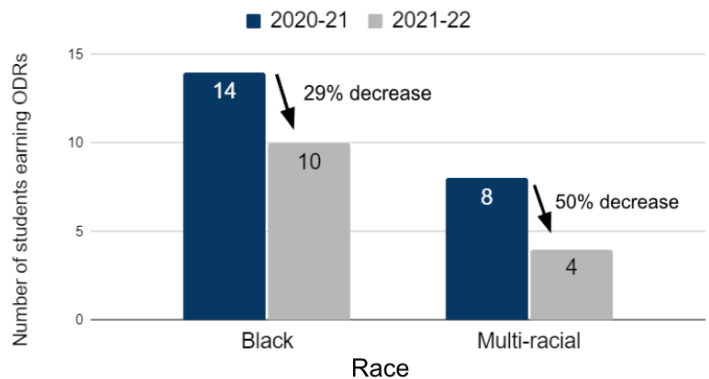
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2021-2022 RESULTS REPORT

Culturally Responsive Practices Reduce Office Discipline Referrals for Students of Color

Disciplinary data showed Black and Multi-racial students earned at least one Office Discipline Referral (ODR) at a rate 1 1/2 times all other students. The School Counseling Program (SCP) addressed this equity gap by collaborating with administration and the Positive Behavioral Interventions and Supports (PBIS) team, and using culturally-responsive and social/emotional strategies with students. **The result was a decrease in the number of students of color who earned ODR's: 29% decrease for Black students and a 50% decrease for Multi-racial students.**

Impact of Culturally Responsive Practices on Students of Color Earning Office Discipline Referrals



ASCA Model Domain: Social/Emotional

Mindsets & Behaviors Standard: B-SMS10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities.

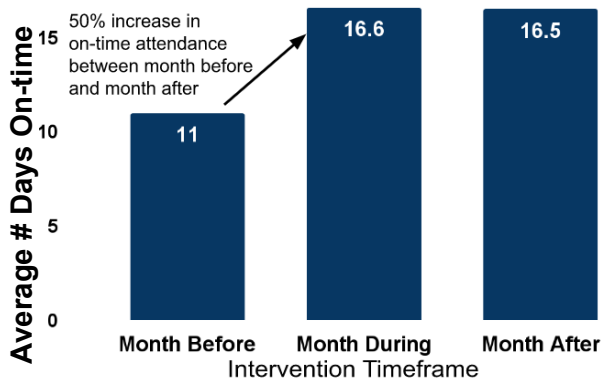
Student Need: In prior years, the SCP found new students who were also students of color were significantly more likely to earn ODR's. Transferring from a different school or community can cause social and emotional challenges, especially when the student is having trouble code switching behaviors to approximate the norms at EP Rock. In 2020-21 School-wide Information System equity data showed Black and Multi-Racial students were 1 1/2 times more likely to earn at least one ODR than other students. It has been an ongoing focus to close this equity gap in discipline data.

Action Plan: Previous action research showed success with intentional focus on social and behavioral supports for students of color who were transferring to EP Rock, and this methodology was continued. Small group sessions taught best-practice self-regulation concepts like Zones of Regulation, internal locus of control, breathing and inner coach, taught PBIS expectations and problem-solving strategies, like stop/walk/talk, reporting, peace path, heart talks, and walking away. The goal was to help students code switch and learn school social norms so they would not earn ODR's. Additionally, the school counselor, principal and PBIS team collaborated to be more culturally responsive on our ODR and minor forms. Research shows subjective language like "disrespect," "defiance," and "disruption" are prone to bias and so they were removed from the ODR's and included on the minor forms instead. The team inserviced staff on culturally responsive reasons for these changes, as well as ways to reteach expected behaviors for students who are learning to code switch.

Participation (Process) Data: Five new, non-white students participated in support groups with 24 other new students, one group for each grade one through five. New students met for six 20-minute sessions. The school counselor also met individually for 10 weeks with two new students of color (second and third grades) weekly for 15 minutes. These two students also participated in other small social emotional groups for six weeks, 20 minutes per session, and check in-check out (CICO) daily—one for six weeks and the other for nine weeks.

School Counselor Role and Reflection: The school counselor co-facilitated a staff inservice for cultural responsiveness, counseled students, facilitated small groups, served as CICO greeter, arranged mentors and wrote social stories and assigned peer helpers to read them to each student daily to reinforce the above strategies. Each of these interventions significantly impacted ability of new students of color to code switch and adjust to a new school environment. Because of the success, these strategies will be continued and staff professional development will be augmented to support cultural awareness, sensitivity and responsiveness.

Calendar Club Impact on Attendance



Calendar Club Increases On-Time Attendance

The school counselor facilitated a Calendar Club (CC) for students who were chronically tardy, to ensure equitable access to education. **As a result, attendance data for these students showed a 50% increase in on-time attendance between the months before and during/after the intervention.**

ASCA Model Domain: Academic

Mindsets & Behaviors Standard: M3. Positive attitude toward work and learning.

Student Need: Students were selected for CC using first semester attendance data showing students with chronic tardies (eight or more). Students not getting to school on time may struggle socially, emotionally and academically.

Action Plan: Research shows that helping students to feel more connected in school will make it more likely they attend and achieve. CC focused on increasing school engagement for the selected students, some of whom experienced additional opportunity gaps as well. Past CC success showed that engaged students are more likely to get to school on time.

Participation (Process) Data: Eight students in grades K-5 who had eight or more tardies during first semester were identified by the school counselor and school social worker. For 18 days in February, students in CC had a five-minute check-in each morning with the school counselor to earn a stamp and the opportunity to earn game time with a friend after every five stamps.

School Counselor Role and Reflection: The school counselor contacted families to remove barriers to on-time attendance, and met with CC students each morning to increase engagement, and a positive attitude toward work and learning. The counselor tracked attendance and hosted game time for students meeting goals. Because of the continued positive impact on attendance, the SCP will prioritize CC as an annual focus.

PBIS Focus Decreases Bus Conduct Referrals

To improve safety on the bus and insure all students have equitable access to safe school transportation, students learned about their bus drivers and were taught games to play on the bus. **Results showed a 100% decrease in bus behavioral referrals during this five-week intervention (when compared to the five weeks leading up to the intervention OR the previous year at this time.)**

ASCA Model Domain: Social/Emotional

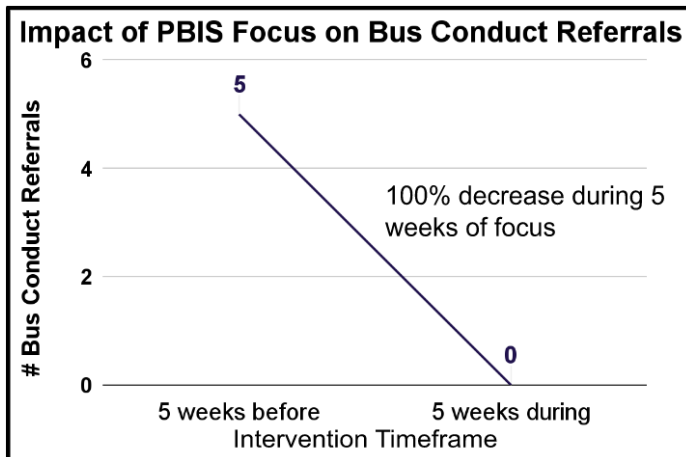
Mindsets & Behaviors Standard: B-SMS7. Effective coping skills.

Student Need: Bus conduct referrals increased by 39% between 2020-21 and 2021-22, partly to some changes in bus routes and an increased number of students on each bus. Students who start their day with an unsafe or disrespectful bus ride may struggle socially and emotionally in school.

Action Plan: The research based PBIS format was used to deliver instruction on bus behaviors for the final five weeks of school to address this problem. The school counselor chose videos to share each day for a week to teach “clapping games” so students would have something to do on the bus, and also worked with a fifth grade teacher and safety patrol to film bus drivers introducing themselves and things they like, also to be shown on the school news. The goal was for students to be more respectful and safe on the bus.

Participation (Process) Data: Five “clapping” game videos were shown and practiced in 23 classrooms with 424 K-5 students for one week. Six bus drivers were introduced on videos that were shown for two weeks.

School Counselor Role and Reflection: The school counselor selected game videos and filmed fifth grade safety patrol students interviewing the bus drivers. This intervention will be used in the future to teach students coping skills to stay occupied, respectful and safe while on the bus, and be better prepared to learn.



2022-2023 ANNUAL STUDENT OUTCOME GOALS

Goal #1— By June 2023 male students will decrease their percentage of K-5 ODRs by 20%, from 87% to 70%.

Goal #2 — By June 2023 the number of Black students earning ODRs will decrease by 20%, from 10 to 8.