



E.P. Rock Elementary
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2013 Support Personnel Accountability Report Card for Wisconsin

A continuous improvement document sponsored by the Wisconsin School Counselor Association

Principal: Mrs. Amy Hamborg
 District: Hudson School District
 Enrollment: 550 Grades: K-5

PRINCIPAL'S COMMENTS

It is with great enthusiasm that I endorse our first Support Personnel Accountability Report Card for Wisconsin (SPARC-W). E.P. Rock Elementary is known for its high achievement, positive climate and inclusive environment. Our entire staff and community members work hard to provide a safe environment where our students can thrive and succeed. Working together we have developed a strong philosophy of excellence that sets high standards for the academic, social and emotional development of our children. The comprehensive school counseling program is delivered by one school counselor at E.P. Rock, who works collaboratively with numerous support professionals and teachers to make a difference for our students.

The school counseling program introduced the Peaceful Playground concepts to our school-wide population three years ago, and the Peace Path in 2012. Students and staff now know the rule "Can't say can't play", how to use the Peace Path, and the problem-solving skills "Walk, Talk and Rock". This has created a more inclusive environment and problem-solving mindset. Students use these effective problem-solving tools during recess, resulting in fewer hurt feelings and increased learning time that had previously been spent problem-solving. Another part of the school counseling curriculum is bullying prevention, and for the past four years students in every grade level have learned bullying prevention strategies. This has resulted in grades 3-5 surveys showing a steady increase in student awareness and preparedness to use the skills learned. Our comprehensive school counseling program is an integral component of our overall school safety, positive climate and academic success, and it makes a difference.

SCHOOL CLIMATE/SAFETY

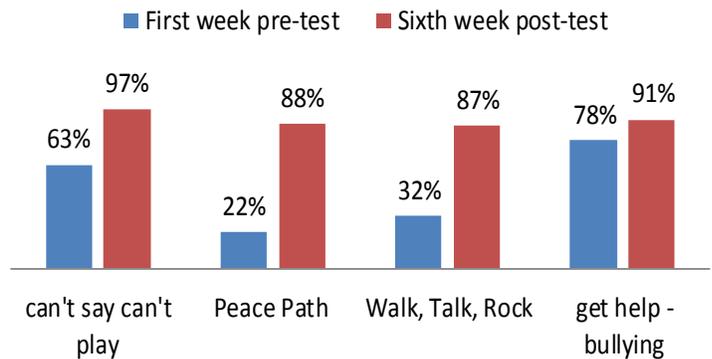
School Counselor Led Life Skills Lessons Gr. K-5

Students learn about:

- Responding to bullying behavior
- Reporting bullying to an adult
- Recognizing their own behaviors that may be seen as bullying by others
- Using Peaceful Playground principles with staff reinforcement of Positive Behavioral Interventions and Supports (PBIS)
- Communication skills, empathy and conflict resolution
- Taking responsibility to ask for help and report unsafe situations.

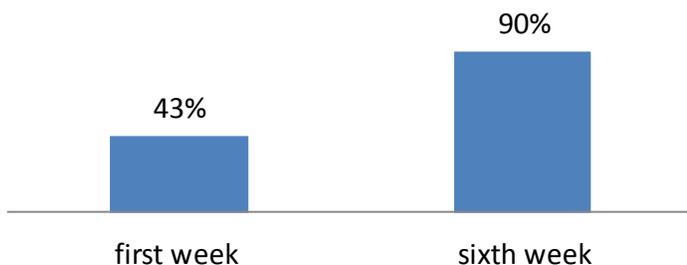
As a result of the Life Skills Lessons, students know staff at EP Rock are trained to help them solve problems.

New Student Problem-Solving Skills



Kindergarten Self-Advocacy

■ % Kindergarten students who report they would get help from the recess monitor



Focused Support for Kindergarten and New Students

New and Kindergarten students receive focused problem-solving and self-advocacy lessons through the school counseling program.

As a result:

- Kindergarten students more than doubled their self-advocacy skills by reporting they would seek help for conflict from the recess monitors.
- New students showed an increase in preparedness to use problem-solving skills, specifically the Peace Path (quadruple increase) and Walk, Talk, Rock (172% increase).

STUDENT RESULTS

Hudson's comprehensive school counseling program is aligned to American School Counselor Association (ASCA) National Standards. Student results drive counselor programming to meet academic, career and personal/social counseling domains for ASCA and Wisconsin Comprehensive School Counseling Model (WCSCM).

Academic Domain:

ASCA A:AI Improve Academic Self-concept A:AI.5 Identify attitudes and behaviors that lead to successful learning.

WCSCM A.1 Demonstrate an understanding of and responsibility for self as a learner. A.4.1.4 Identify and model personal attitudes and behaviors which lead to successful learning.

A group of eight third graders experienced difficulties with a "fixed mindset" when confronted with difficult academic subjects. This caused a shutdown where the students would not perform. The school counselor took the small group for six weeks to learn strategies for managing frustration and keeping a "flexible" mindset. The graph to the right shows a 39% drop in the number of shut downs reported by teachers in the weeks before and after the group.

Career Domain:

ASCA C:AI Develop Career Awareness C:AI.3 Develop an awareness of personal abilities, skills, interests and motivations.

WCSCM I.2: Apply decision-making skills to career planning and development I.8.2.3 Demonstrate the use of information to consider in career decisions.

The school counseling curriculum also stresses the importance of academic preparation for future career aspirations, to make connections between school learning and real life. During a fifth grade lesson, students learned about Multiple Intelligences (MI) and possible careers that connect to them. The graph to the right shows the increase in the percentage of fifth graders who could identify two or more MI-related careers before and after the lesson.

Personal/Social Domain:

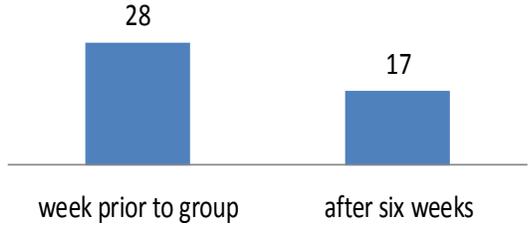
ASCA PS:BI Self-knowledge Application PS:BI.4 Develop effective coping skills for dealing with problems.

WCSCM F.1: Acquire and demonstrate self-management and responsibility for health promoting behavior F.4.1.6 Use effective problem-solving and decision-making skills to make safe and healthy choices.

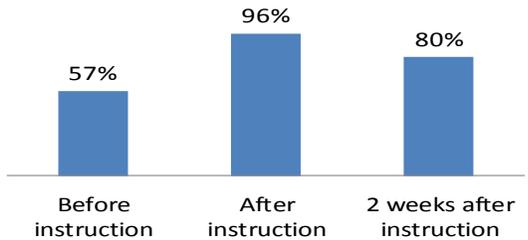
Part of the school counseling curriculum teaches the Peaceful Playground problem-solving strategies, which are embraced school wide and reinforced at recess. The graph to the right shows the increase in third graders who remembered the problem-solving strategies in the first week of school, compared to how well they remembered after the skills had been reinforced during school counseling lessons in the first two months of school.

Number of Shutdowns Before and After Small Group Counseling

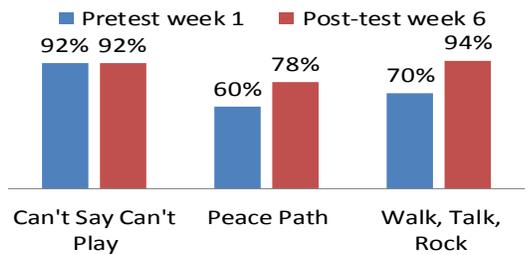
■ Number of shutdowns reported by teachers



5th Graders Who Can Identify Matching Careers for Their Multiple Intelligences



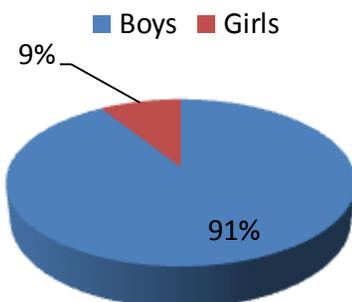
3rd Graders Who Know Peaceful Playground Strategies



SCHOOL COUNSELING PROGRAM GOALS

School-Wide Information System (SWIS) data shows two gaps to address in 2013-2014. In 2012-2013, grades 1-4 Tier 2 boys - those earning 2 or more Office Discipline Referrals (ODRs) - did so at a rate 10 times that of Tier 2 girls. Multi-racial students also earned a disproportionate number of ODRs compared to the multi-racial population. This year the addition of Tier 2 behavioral interventions will support students who are not meeting behavioral expectations with just universal programming. The school counseling program and PBIS Team focus for 2013-2014 will include the implementation of Tier 2 interventions: Check In-Check Out, Social Academic Instructional Groups and Short-Term Mentoring, as well as relationship-building components with staff

% Office Discipline Referrals coming from Tier 2 Boys vs. Tier 2 Girls



to build on school engagement. The school counselor will in-service staff about the noted gaps between boys and girls, and multi-racial and white students, and coordinate the Tier 2 PBIS programming. This will offer assistance especially to the students identified in these gaps.

2013-2014 School Counseling Program Goals:

- By June 2014, the discrepancy in the percentage of office discipline referrals earned by boys in Tier 2 will decrease by 20%.
- By June 2014, the percentage of school-wide ODRs earned by multi-racial students will equal the percentage of multi-racial students we have at EP Rock.

2012-2013 Total Office Discipline Referrals Earned

■ % enrolled ■ % total ODR earned at Rock

