



**Willow River Elementary**  
 1118 4th Street, Hudson, WI 54016  
 Office: 715-377-3880

**Hudson School District**  
[hudsonraiders.org/schools/willow-river-elementary](http://hudsonraiders.org/schools/willow-river-elementary)  
 390 students Grades K-5

**2016 Wisconsin School Counseling Program Accountability Report**

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

Principal: Kimberly Osterhues  
 School Counselor: Sarah Flier

**PRINCIPAL'S COMMENTS**

The Wisconsin School Counseling Program Accountability Report is fully endorsed by the entire Willow River Elementary School Community. Willow River Elementary School is located in Hudson's historic district. The school's 390 student body is made up of K-5 students and includes the Hudson District's Communication Interaction Disorder K-5 Cluster Program and the Emotional Behavior Disorder Tier 4 Cluster Program. Willow River Elementary is known for our diverse population, welcoming climate, academic rigor and positive culture. Our entire staff and community work together to ensure an environment where students are continually challenged to reach their full academic, social and emotional potential. The comprehensive school counseling program is delivered by one school counselor at Willow River Elementary School, who works collaboratively with all of our staff, parents and outside agencies to make a difference for our students.

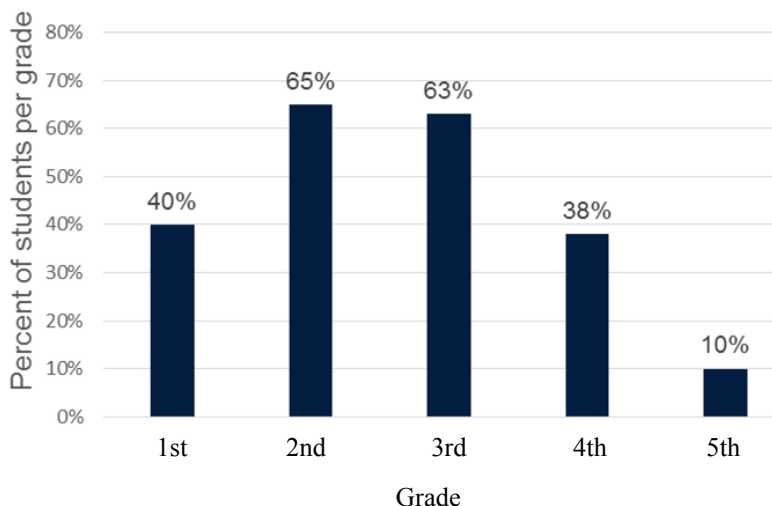
The school counseling program introduced Willow River's school-wide population to two different problem-solving and conflict resolution strategies. These two strategies were taught to our elementary students through classroom lessons, student generated Cool Tool videos, and in a group/one to one setting. The first tool taught to grades one through five was the Peace Path in the fall of 2015. The Peace Path provides students with conflict-solving "I" statements. Student surveys identify the effectiveness of the Peace Path as a conflict resolution tool. The second tool taught schoolwide was "Stop, Walk, Talk" (SWT), a bullying prevention curriculum, that was introduced to students in 2014. This has resulted in a steady increase in 1st-5th grade students reporting that they recognize and have the skills to handle disrespectful behaviors. The continued increased usage of these strategies has had a direct impact on classroom academics, and thus our School-Wide Information System (SWIS) recess data for all students. Both of these strategies support an inclusive problem-solving environment where student advocacy is key. Students and staff now have consistent language and skills to identify and solve problems and conflicts. Our comprehensive school counseling program is an integral component of our school's climate and culture: safety, advocacy and growth mindset. It makes a difference!

**SCHOOL CLIMATE/SAFETY**

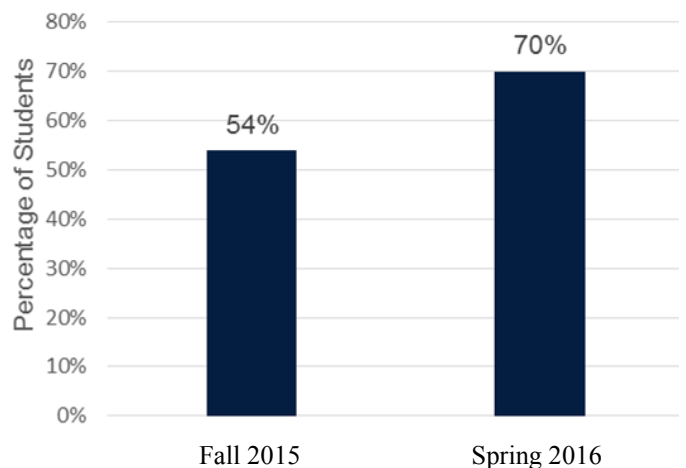
The school counselor introduced grades 1-5 to the Peace Path, a tool that provides students with language to solve conflict using "I statements", in the fall of 2015. Students were provided with a Peace Path marked on the playground as well as a portable paths for students to use indoors. Students in 4th and 5th grade were given a survey in the spring to determine how many students could identify the Peace Path as a tool to resolve conflict with peers. At the end of the 2015-2016 school year, 82% of 4th and 5th grade students identified the Peace Path as a conflict resolution tool. Furthermore, 65% of 2nd grade students reported using the Peace Path as a tool for resolving conflict during the 2015-2016 school year, as shown in the graph below.

Early in the 2014-2015 school year, the school counselor introduced "Stop, Walk, Talk" (SWT) - a research-based bully prevention curriculum to help students handle disrespect from peers. This tool encourages students to assertively solve problems prior to getting adult assistance and was recalled as a strategy by 93% of 4th and 5th graders in the fall of 2015. Students are taught the "stop" signal, what to do if they are told "stop", how to "walk" away from the situation, and when it is time to "talk" to an adult. This strategy is revisited at the beginning of each school counseling lesson with scenarios to help students identify common situations in which it could be an effective use of the intervention. Grades 1-5 were asked if they had ever used SWT in the fall of 2015 with 54% reporting they had used the tool. By spring of 2016, 70% of students grades 1-5 reported trying SWT as a method to handle disrespectful behaviors.

**Students Using the Peace Path**



**Grades 1-5 Using SWT**



## STUDENT RESULTS

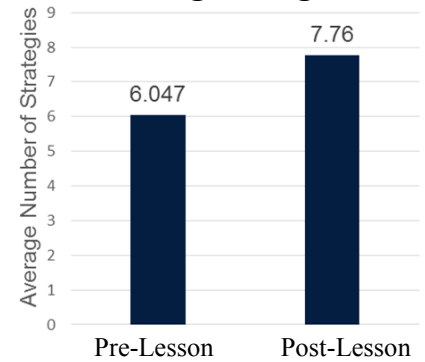
Hudson's comprehensive school counseling program is aligned to American School Counselor Association (ASCA) National Standards. Student results drive counselor programming to meet academic, career and personal/social counseling domains for ASCA and Wisconsin Comprehensive School Counseling Model (WCSCM).

### Academic Domain:

*ASCA: MS.2. Self confidence in ability to succeed LS.3. Use time-management, organizational, and study skills 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 class of 21 students in 3rd grade were surveyed after taking a math exam regarding what test taking strategies they used with 11 specific choices to choose from. The counselor then conducted a lesson on test taking strategies, organizing this into 11 categories including being prepared, eliminating incorrect answers, etc. After their next math test, students were surveyed again regarding the test taking strategies used. The results showed a 28% increase in test taking strategies used by students.

### Test Taking Strategies Used

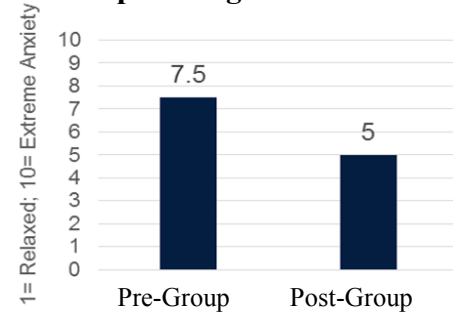


### Social/Emotional Domain:

*ASCA: MS.1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being; SMS.7. Demonstrate effective coping skills when faced with a problem. WCSCM: D.1 Acquire and demonstrate self-awareness and self-acceptance as they relate to understanding oneself D.4.1.2 Identify and express feelings appropriately.*

A group of six students in grades 3-5 participated in a "Worry Wall" group with the school counselor, in which they learned healthy strategies for managing their anxiety. Students were asked to rate their level of anxiety on a scale of 1-10 each week, 1 being very relaxed and 10 being extremely anxious. When comparing the average level of anxiety students reported from the beginning of the group to the end of the 8-week session, there was a 33% decrease in anxious feelings expressed.

### Group Average Level of Anxiety

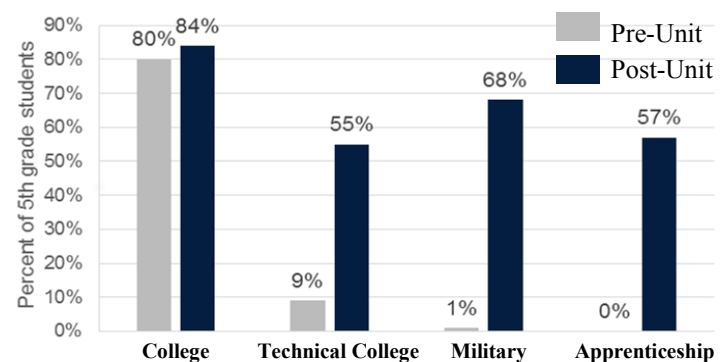


### Career Domain:

*ASCA: MS.4. Understanding that postsecondary education and life-long learning are necessary for long-term career success; LS.7. Identify long- and short-term academic, career and social/emotional goals. WCSCM: H.1 Attain educational achievement and performance levels needed to reach personal and career goals H.8.1.1 Demonstrate an understanding of educational levels (e.g. work-based learning, certificate, two-year, four-year, and professional degrees) and performance skills needed to attain personal and career goals.*

The school counseling curriculum addresses career awareness through the compilation of a Learner's Resume for 5th grade. At the beginning of the unit, students were asked to list all postsecondary options they knew may be available to them. This unit included a lesson on postsecondary options (focusing on college/university, technical college, military, and apprenticeships) as well as research time to identify postsecondary options linked to their career interests. At the end of the unit, 46% more students reported technical college as an option, 57% more identified apprenticeships, and 67% more reported the military as a postsecondary options.

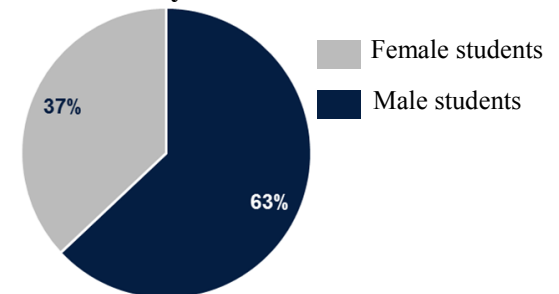
### Knowledge of Postsecondary Options



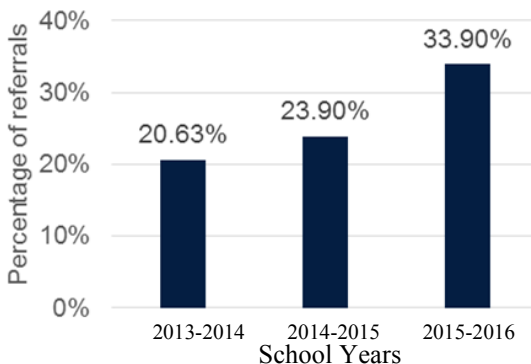
## SCHOOL COUNSELING PROGRAM GOALS

The school counseling program will work with the Positive Behavior Interventions and Supports team to focus on closing the gender gap with referrals. In the 2015-2016 school year, 260 students received one or more referrals. Of those 260, 37% were female students while 63% were male students. The school counseling program will work with staff to explore gender differences in the school environment and utilize different strategies to promote positive behaviors for male students in efforts to close this gap. **By June of 2017, male students receiving referrals will represent less than 53% of the behavioral referrals.**

### Referrals by Gender



### Percent of Schoolwide Referrals for Kindergarten



The school counseling program will focus extra support for the class of 2028 who showed a disproportionate percentage of referrals during the 2015-2016 school year, representing 33.9% of all behavioral referrals. The school counseling program will conduct Social and Academic Instructional Groups, facilitating efficient use of the Check-In/Check-Out program, and working with the Student Success Team to implement other interventions in order to close the gap and address the concerns regarding behavior. While not uncommon for younger students to require more re-teaching than students in upper grades, past years of data show a much less dramatic difference between grades, indicating a need for this focused effort. **By June of 2017, the graduating class of 2028 will represent less than 24% of the schoolwide referrals.**