



### 2017 Wisconsin School Counseling Program Accountability Report

A continuous improvement document sponsored by the Wisconsin School Counselor Association

**Grade Levels**

4-Year Old Kindergarten-6<sup>th</sup> Grade

**Enrollment:** 365 Students

**School Counselor**

Christine Alft Otto

## Principal's Comment

As principal of Horizons Elementary School, I am pleased to share some of the school counseling program highlights for the 2017 Wisconsin School Counseling Program Accountability Report. Horizon's counseling program is directly aligned with the Comprehensive School Counseling Model and supports our Continuous School Improvement Plan as we strive to meet the individual needs of each and every student that we serve. While our school counselor is critical support for many students and school-wide initiatives, I will highlight two specific areas that have had a positive impact on our students.

Horizons has been a PBIS school for nine years and this is our fourth year of being a PBIS Tier II school. Our Tier II Team meets bi-weekly and reviews student behavioral data and discusses interventions for students who are not responding to universal instruction. Our counselor works with the team to design an intervention to meet the social and behavioral needs of targeted students. The counselor communicates with the classroom teacher and parents and monitors the student's response to the intervention. We have documented positive outcomes with the Tier II interventions and there has been a decline in the number of office referrals for those students.

Another initiative the school counselor took on this year was to develop lessons plans for all classroom teachers to implement the Zones of Regulation at all of the grade levels. The counselor provided lessons during social skills for the months of November and December and provided posters of the Zones, feelings and strategies to post in the classrooms. The introduction of the Zones to the school had a significant impact on decreasing our physical aggression office discipline referrals.

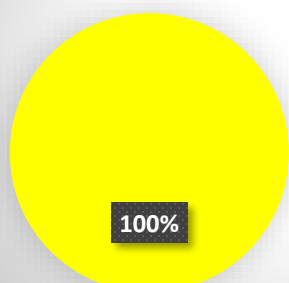
Our school counselor plays an important role in our work to reach every child, every day. She is knowledgeable and successfully implements the Wisconsin School Counseling Model. She is passionate about her work and strives to meet the needs of the students we serve.

## School Climate & Safety

Horizons is in its ninth year of Positive Behavioral Interventions and Supports (PBIS) and is currently a Tier II school. Our school-wide expectations of Be Responsible, Be Respectful, Be Safe have been established. We have developed a school-wide behavior matrix and each class has developed a behavior matrix for the classroom. Horizons has focused on students knowledge of our school-wide expectations. The district-wide PBIS fidelity team randomly selected 15 students and staff and verbally assessed their knowledge of our three school-wide expectations. Our students and staff were able to list our school-wide expectations with 100% accuracy for the second year in a row.

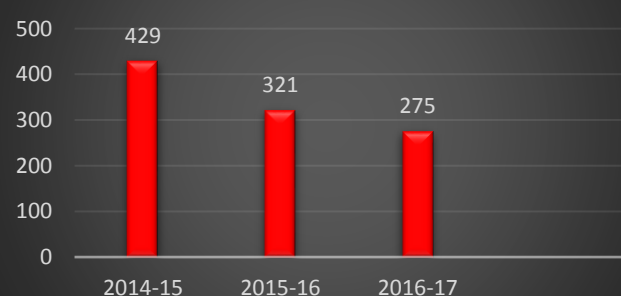
Not only has student awareness of our school-wide expectations continued to remain constant but we have also continued to see improvement in student behaviors at Horizons. In our 2014-15 school year, 429 office discipline referrals were written for student behaviors. That number dropped to 321 referrals for the 2015-16 school year. This is a 25% decrease in office discipline referrals in a year. The number of referrals dropped again in our 2016-17 school year to 275 referrals. This is an additional 15% decrease for last school year. In 2 years we have reduced our office discipline referrals by 36%. The data was collected and measured by Educlimber for our district.

### Student and Staff Abilities to Identify School-Wide Expectations



■ Students and Staff Able to List our Three School-Wide Expectations

### Number of Office Discipline Referrals



## Student Results

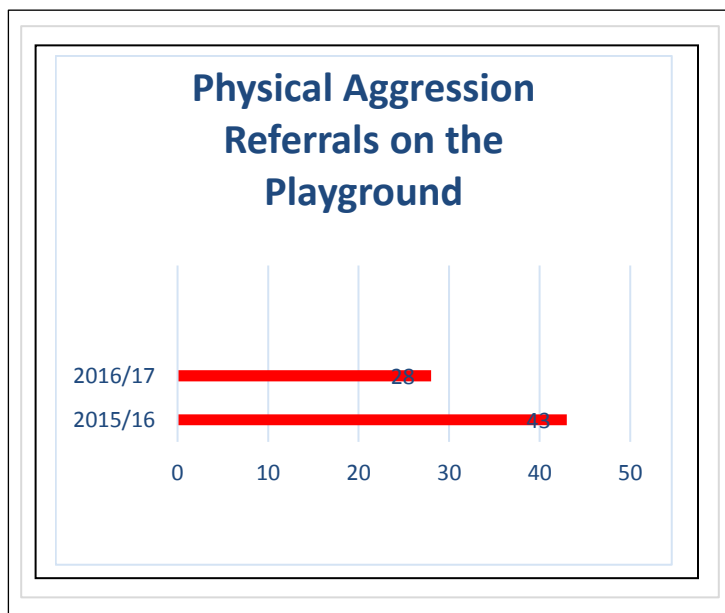
**Academic Development** ASCA Standards: A:A1.5 *Identify attitudes and behaviors which lead to successful learning*, A:A3.1 *Take responsibility for their actions*. WI Standards: A.4.1.4 *Identify and model personal attitudes and behaviors that lead to successful learning*, A.4.3.1 *Take responsibility for actions*.

A Body Basics Group was implemented with 8 second grade students. The students were referred for group because of concerns with blurthing out and self-control in the classroom. The group met one time per week for eight weeks. By the end of the group 100% the students could identify 2 strategies to use instead of blurthing out and 2 strategies to use for self-control.



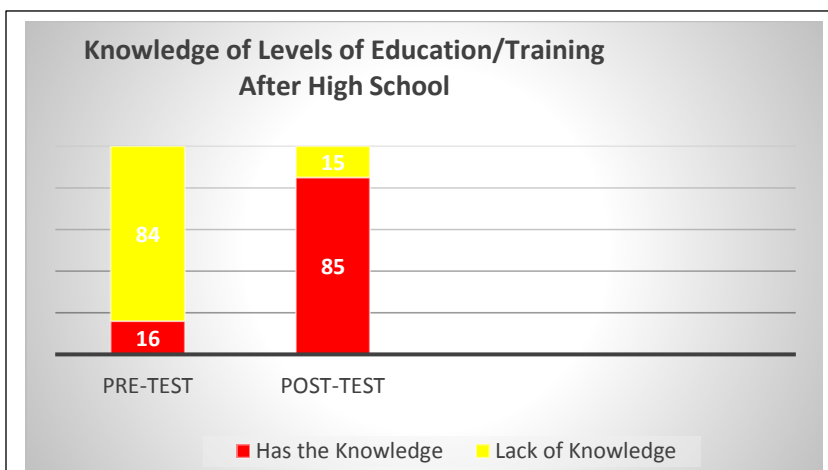
**Personal/Social Development** ASCA Standard: PS:A19 *Demonstrate cooperative behavior in groups*. WI Standard: D.4.2.5 *Describe and demonstrate socially acceptable group behavior*.

Office discipline referrals have been consistently high for physical aggression on the playground over the last couple of school years. Last school year we introduced the Zones of Regulation to the entire student body with the goal to reduce physical aggression behaviors on the playground. In the months of November and December each classroom received a 30 minute lesson on the Zones. Posters of the Zones, feelings, and strategies were posted in each classroom. In the 2015/16 school year we had 43 physical aggression and fight referrals on the playground. With the implementation of the Zones of Regulation in the 2016/17 school year the referrals for physical aggression, fighting and endangering behavior went down 35% to 28 office discipline referrals at recess time.



**Career Development** ASCA Standard C:C1.3 *Identify personal preferences and interests which influences career choices and success*. WI Standard G.8.1.1 *Demonstrate individual abilities, strengths, skills, and talents*. H.8.1.3 *Identify individual learning styles and understand how to apply them to different learning and work situations*.

Sixth grade students received 4 lessons on the different levels of education and training. They were given a pre-test to determine their knowledge before the lessons. Students were asked to write down 3 levels of education or training after high school. 16% of students were able to identify three prior to the 4 lessons and 85% were able to identify three or more following the lessons.



## School Counseling Program Goals

Last school year we had high incident rates of defiance and endangered behavior. On our Educlimber data system we recorded 111 office discipline referrals for defiance and 62 endangered behavior referrals. These behaviors make up 63% of our overall office discipline referrals for the school year. We would like to decrease these numbers by 30% and reduce our referrals for defiance to 78 and our referrals for endangered behaviors to 43. We will reduce the referrals and the identified behaviors by monitoring referrals this year for defiance and endanger behaviors. When a student receives 2 referrals for defiance we will work with them individually and educate on school appropriate behavior and code switching from our culturally responsive curriculum. If the student continues to receive defiance referrals we will refer for a group. When a student receives a referral for endangered behavior we will meet with them individually and review Zones of Regulation with a group to follow for continued referrals.

