


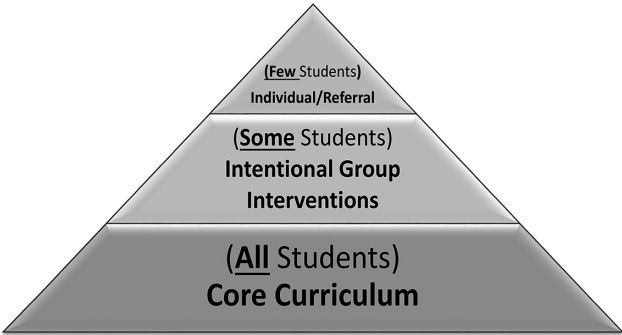





Figure 10.13 Progress Report Board Presentation: OUSD

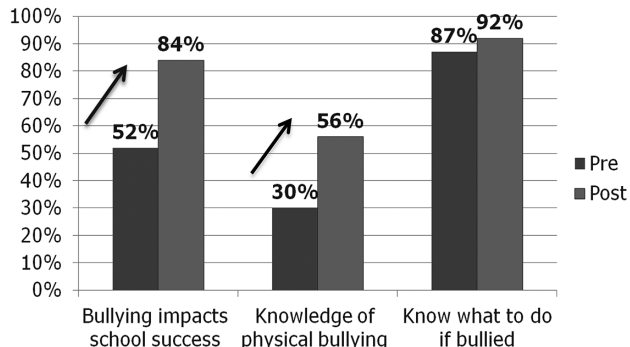
 <h2 style="text-align: center;">Elementary School Counseling Grant</h2> <p style="text-align: center;">Progress Update</p> <p><b>Kathie Huisenfeldt</b> – School Counselor (San Luis Rey)  <b>Lauren Aponte</b> – School Counselor (Palmquist)  <b>Monica Loyce</b> – School Counselor (Del Rio)  <b>Nicole Pablo</b> – School Counselor (Libby)</p> <p><b>Randi Gibson</b> – Grant Director, OUSD Director of Student Services  <b>Trish Hatch, PhD</b> – External Evaluator, SDSU Director of School Counseling</p>	 <h2 style="text-align: center;">Grant Program Description</h2> <ul style="list-style-type: none"> <li>• <b><u>Federal Elementary &amp; Secondary School Counseling Grant</u></b> <ul style="list-style-type: none"> <li>• \$349,618 yearly</li> <li>• \$1,048,854 million over 3 years</li> </ul> </li> <li>• <b><u>Grant funding for:</u></b> <ul style="list-style-type: none"> <li>• Four school counselors</li> <li>• School counseling materials</li> <li>• Second Step curriculum</li> <li>• Program evaluation</li> <li>• Professional development</li> </ul> </li> </ul>
 <h2 style="text-align: center;">Elementary Grant Delivery of Services</h2> <div style="text-align: center;">  </div>	 <h2 style="text-align: center;">Grant Program Description</h2> <ul style="list-style-type: none"> <li>• <b><u>Goal 1:</u></b> Implement a comprehensive elementary school counseling program that is data-driven</li> <li>• <b><u>Objectives:</u></b> <ul style="list-style-type: none"> <li>• Hire four highly qualified school counselors</li> <li>• Provide extensive training and support for school counselors and school staff</li> <li>• Systematically screen, assess, and provide appropriate prevention and intervention services</li> </ul> </li> </ul>
 <h2 style="text-align: center;">Prevention Goal</h2> <p><b><u>Goal 2:</u></b> Ensure <b>all students</b> develop the <i>knowledge, attitudes, and skills</i> that will lead to behaviors that support academic achievement</p> <p><b><u>Objectives:</u></b></p> <ul style="list-style-type: none"> <li>• 10% decrease in overall <i>discipline</i> referrals</li> <li>• 10% decrease in <i>N's and U's</i> in learner responsibilities</li> <li>• 10% increase in <i>feelings of safety</i> on California Healthy Kids Survey (CHKS)</li> <li>• 10% increase in proficient &amp; above on Math/ELA</li> </ul>	 <h2 style="text-align: center;">School-Wide Curriculum: Activities Addressing Goal 2</h2> <ul style="list-style-type: none"> <li>• <b><u>School Culture and Connectedness:</u></b> <ul style="list-style-type: none"> <li>– 465 <b>Classroom Core Curriculum Lessons</b> <ul style="list-style-type: none"> <li>• Bully prevention, Second Step, test preparation</li> </ul> </li> <li>– 254 <b>Trained in Conflict Resolution (Peace Patrol)</b> <ul style="list-style-type: none"> <li>• Playground conflict mediators, problem solvers, positive decision makers</li> </ul> </li> <li>– 51 <b>Parent Education Trainings</b> <ul style="list-style-type: none"> <li>• Drug and bully prevention, positive parenting, managing behavior, attendance</li> </ul> </li> <li>– 50 <b>Community Partnership/Referrals</b> <ul style="list-style-type: none"> <li>• North County Lifeline, Family Forces, Rady Children's Hospital</li> </ul> </li> </ul> </li> </ul>

(Continued)

Figure 10.13 (Continued)



## Results of Bully Guidance Curriculum Lesson Pre-Post



## Intervention Goal: "Some Kids Need More"

- **Goal 3:** Identify data-driven **systematic interventions** for students experiencing barriers to academic success
- **Objectives:**
  - 10% decrease *N*'s and *U*'s on *Learner Responsibilities*
  - 10% decrease *discipline* referrals & suspensions
  - 10% decrease in unexcused *absences*

Learner Responsibilities			
	E - Excellent	S - Satisfactory	
	G - Good	N - Needs Improvement	
	U - Unacceptable		
		1st 2nd 3rd	
Follows school and playground rules	N	S	
Follows class rules	N	S	
Follows directions, listens attentively	N	S	
Demonstrates self-control	N	S	
Works independently	N	S	
Treats others with courtesy and respect	S	S	
Demonstrates organizational skills	S	S	
Starts and completes class work on time	N	S	
Completes homework on time	N	S	



## Collecting Data by Need

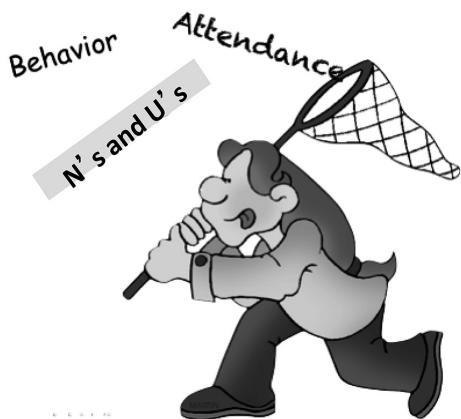


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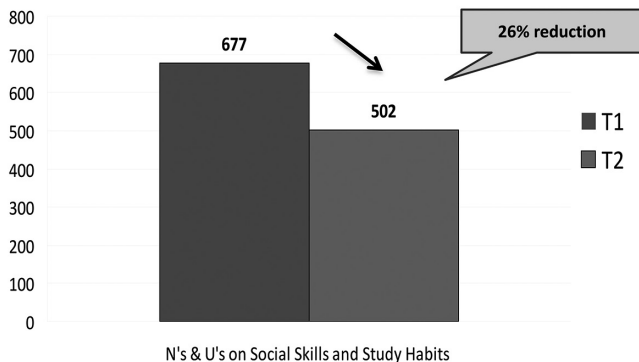


## School-Wide Activities Addressing Goals 2 and 3

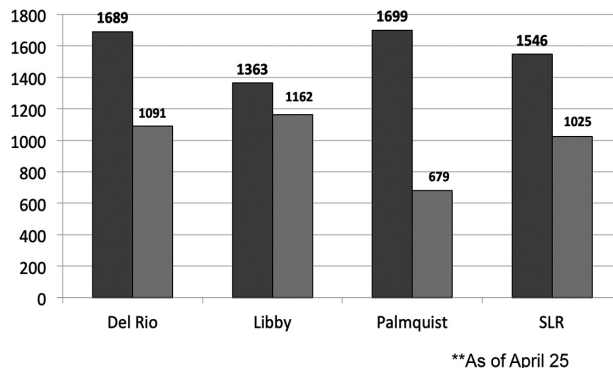
- **Small Group Counseling Interventions**
  - **128 Total Groups**
    - 257 Students serviced through *Social Skills* Groups
    - 225 Students serviced through *Study Skills* Groups
- **Positive Discipline and Individual Support**
  - Individual counseling and monitoring
  - Collaboration with staff in PLC/SST/IEP meetings
  - Behavior support plans/positive reinforcement
  - Post-discipline reflections
  - Parent contact



## Trimester Report Card Data



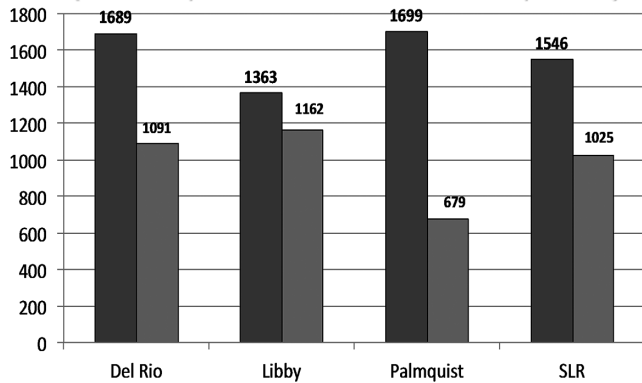
## Attendance: Truancy Reduced (Y1- Y2\*)



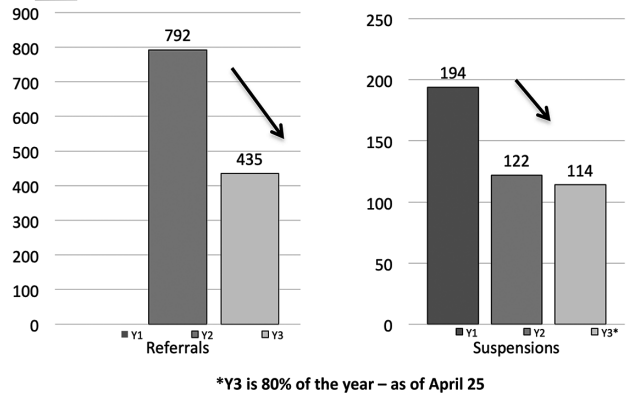


## Attendance: Truancy Reduced

(Y1 compared to Y2 - 80% completed)



## Grant Sites Reduction of Referrals and Suspensions



## Moving Forward...

- Address other data not yet presented in presentation
- Evaluate and assess school practices and culture
- Improve the implementation of the elementary school counseling grant program at all four schools
- Fine tune the structures and best practices to develop systemic sustainability of a comprehensive school-wide counseling program



## Testimonials

### Principal

“Our school is fortunate to have an elementary counselor who provides outstanding interventions, counseling, and support programs for all students and families. She ensures that all students are in a safe and comfortable environment. She has earned the respect of the staff, students, and families. We are thankful to have her on our staff, serving the kids and their families.”

### Teacher

“I can't imagine not having her at our school. She understands that when kids are not happy, they struggle with learning.”

### Student

“In social skills group, I learned how to control my anger so that I don't get into fights anymore.”



## Closing

**Through the school counseling program, each school counselor strives to guide all students to achieve their full potential in order to contribute to their academic success.**

*Thank you to the OUSD School Board, District Office, and to our administrators, teachers, school staff, and parents for supporting the school counseling program!*