

# Daffodil Valley Elementary

## School Counseling End of Year Report

### 2021-2022

This report summarizes the 2021-2022 school counseling program at Daffodil Valley Elementary School. Children's mental health which includes their ability to identify, express and regulate their emotions and behavior, and cope with problems, is key to their success in school and in life. I continue to support our school's mission, *"We believe in the power of establishing and maintaining strong relationships with every student so that our students can meet their maximum academic & social emotional potential. We believe that all means all and accept the responsibility to teach every student that walks through our doors during their time with us and beyond."*

There were three things focused on this year that differ from previous years. First, classroom guidance lessons were increased to maximize new learning and reteaching of specific skills that may have been forgotten due to the pandemic and being out of the school building. Second, I increased connections with new students to build relationships and know how they could access me. Lastly, I added Lunch Bunches focused on meeting with every student that was struggling with getting along with others, following directions, and generally needed support or positive relationships.

#### DVE At-a-Glance

Grade Levels: 1st-5th grade  
Enrollment: 380 (October Count)  
Students in Special Education: 33 students, 8.7%  
Free/Reduced Lunch: 226 students, 59.5%  
English Learners: 59 students, 15.5 %

Principal: Jane Woods  
Vice-Principal: Jennifer Knight



### Counseling by the Numbers

**297**

Requests by students to see the counselor about a problem.

**12**

Number of students receiving McKinney-Vento support.

**18%**

Students considered "AT-RISK" on the spring Universal Screener data.

**99%**

Students in grades 3-5 who know who Ms. Hawkins is.

# DIRECT SERVICES

## Individual Counseling/Check-ins

Students who received individual counseling did so either because their problems were too serious to be shared in a school-based group, because their attentional or behavioral issues would have been too disruptive in a group setting, or because students or family requested to see me on a 'need to see' basis. During sessions I used play therapy (i.e., drawing, sensory items, puppetry, etc.), cognitive-behavioral therapy, motivational interviewing, relaxation, and other therapeutic techniques as a way to address school counseling goals as outlined by ASCA/WSCA.

**Reasons students had individual counseling: Anxiety= 17, Bully/Harassment= 10, Break from class= 31, Check-in= 43, Family= 54, Friendships= 48, Grief/Loss = 26, New Student= 8, Other= 35, Recess Issue= 18**

## Small Group Counseling/Lunch Bunches

Seeing students in small groups is a more efficient use of time when possible. Fortunately, many students benefit more from small group counseling to address social issues and to help them discover that others have similar struggles. Lunch Bunches were also utilized as relationship building between students who may need generalized skills. Groups this year were organized by specific areas of focus, compatibility of personalities, and grade levels. Curriculum used included: ZONES of Regulation, We Thinkers Vol. 1 and 2, Superflex, social skills, resiliency, and self-esteem building. Group activities adhered to ASCA/WSCA standards.

Group Focus	Number of Groups/Students Served
Emotional Regulation/Self-esteem	3/ 11 Students
Resiliency	3/ 12 Students
Social Skills/Friendship	3/ 6 Students
Feelings	2/ 3 students
General Skills/Support/Lunch Bunch	11/ 88 Students

**Total Number of Groups: 22**

**Total Number of Students Served: 120**

## Classroom Guidance

This past year, I provided guidance in 19 classrooms (Four-1st grade, Four-2nd grade, Four-3rd grade, Three-4th grade and Four-5th grade). I was in classrooms 144 times throughout the year.

Time of Year	Topic	Grade Level	Number of Lessons
Sept.-Oct. 2021	Bullying/HIB/Counselor Intro	All (1st-5th grades)	1
Oct.- Dec. 2021	Kelso's Choices	1st-3rd grades	3
Oct.- Dec. 2021	Mental Health & Wellness	4th & 5th grades	3
Feb.-April 2022	Zones of Regulation	1st-3rd grades	5
April 2022	Path to Graduation	5th grade	2

# INDIRECT SERVICES

## Family Support

Throughout the school year, Daffodil Valley Elementary has partnered with different community organizations and individuals to help support our families.

### COATS FOR KIDS

With help from East Pierce Fire & Rescue and Amazon, 25 students received a warm winter jacket.

### BACKPACK BUDDIES

Each week throughout the school year, the Sumner Food Bank provided 91 students with non-perishable food to take home every Friday.

### THE BIG GIVE PROJECT

Sumner School District partnered with the Open Life Church to give out 24 Thanksgiving Basket Vouchers to provide our families with a complete meal at Thanksgiving.

### HOLIDAY GIFTS

Sumner Family Center, faculty and community members helped provide 115 children with gifts for Christmas.

## Student Needs Assessment

In answer to the question, “The school counselor provides important services to the students at our school”:

94% = Agree/Strongly Agree

In June 2022, 199 3rd-5th grade students took a survey asking about their perception of the school counselor and the services I provided throughout the year.

In answer to the question, “I know that Ms. Hawkins, the school counselor, is available to help me if I have a problem with friendships, strong feelings, or school work”: 95% of students answered “YES”.

In answer to the question, “I know how to contact Ms. Hawkins”: 79% of students answered “YES” in the spring as compared to 74% who answered the same question in the fall.

## Teacher Feedback

A summative assessment of the school counseling program was given to all classroom teachers to gain insight into my work. A couple highlights are:

In answer to the question, “My students benefited from the class lessons”:

94% = Agree/Strongly Agree

# PROFESSIONAL/PROGRAM GOALS

## 2021-22 Professional/Program Goals

### School Counseling Program Annual Goals:

By June 2022, using 3rd-5th grade student needs assessment data, and the teacher program evaluations, students will increase their belief that Ms. Hawkins is someone they can go to get help by 10% from 65% to 75%.

***MET: 94.5% of 3rd-5th grade students answered YES, exceeding the goal by 19.5%.***

### Elementary School Counselors Closing the Gap Goal:

By June 2022, 5th grade students will increase by 5% their understanding of the importance of coping skills, mental health and wellness, and growth mindset contributing to high school graduation given a post-survey and exit tickets.

- ***MET: 74% (↑ 6%) know that it is “A Lot” important to have healthy coping strategies.***
- ***MET: 81% (↑ 16%) know that it is “A Lot” important to have a growth mindset when faced with a challenge.***
- ***MET: 89% (↑ 23%) of 5th graders could name one thing that ‘helps’ their mental health and wellness.***

## Professional Development

- Washington School Counselor Conference-February 2022
- Right Response Re-Certification- June 2022
- ASCA National Conference- July 2022

## 2022-23 Proposed Goals

Increased focus on:

- Strengthening positive relationships with students:
- Providing small group, individual, and whole group lessons focused on:
  - coping with strong emotions
  - responsibility
  - growth mindset
  - friendship skills
- Increase collaboration with teachers to meet the needs of students