

DIVINE SAVIOR HOLY ANGELS HIGH SCHOOL

2014 Wisconsin School Counseling Program Accountability Report
*A continuous improvement document sponsored by
the Wisconsin School Counselor Association*

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(414) 462-3742 • www.dsha.info
Enrollment: 683 • Grades: 9-12

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PRINCIPAL'S COMMENTS

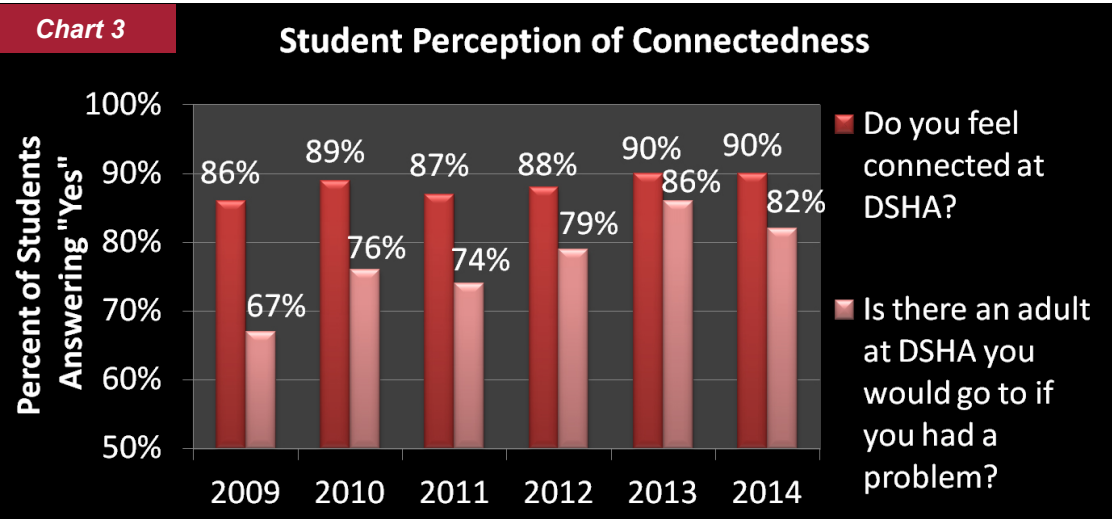
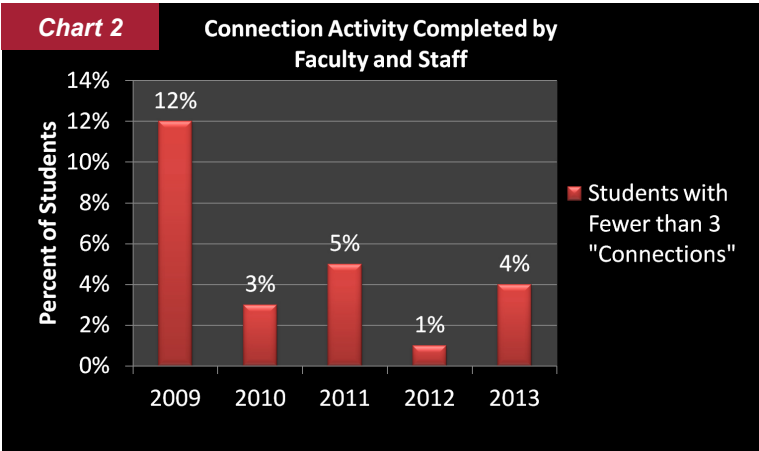
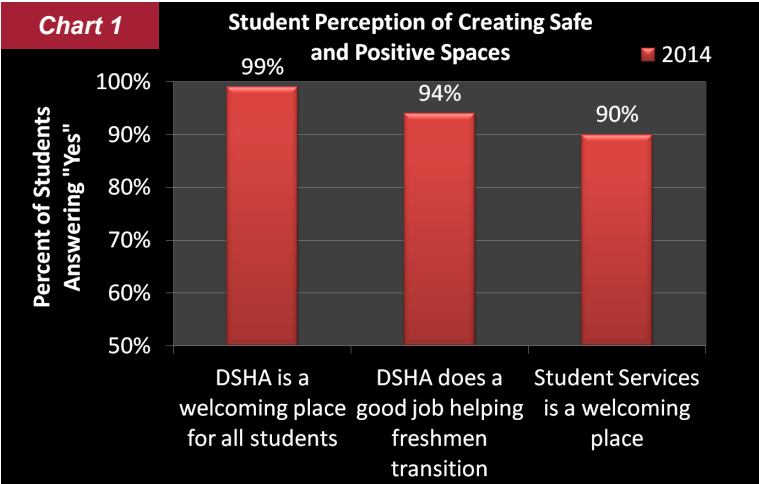
As the principal at Divine Savior Holy Angels High School (DSHA), I can speak with gratitude and respect for our entire school counseling team. Each year my appreciation for the positive impact the school counselors have on our school culture has grown.

Our school counseling team successfully assures that all of our students are connected to the school community. In this first example, six years ago the school counselors initiated our annual *School Climate Survey* that provides data on student connectedness and student well-being. This data has allowed us to identify the ways in which we serve our students well and to identify changes we need to make within our school community. This data collection resulted in a significant school schedule change for 2015-16 in response to student feedback about learning, homework and school related stress. As a second example, our school counseling team initiated a student connectedness measure inviting all of the school employees to indicate a connection with each DSHA student. The tallies indicate students who are connected to an adult in the building and students who appear to be lacking that connection. The school counseling team uses that data to identify students where additional efforts are required by staff.

SCHOOL CLIMATE AND SAFETY

In collaboration with Administration and the Learning Support Team (which is compiled of School Counselors, Administration, the Academic Dean and Campus Ministry), School Counselors work continuously to provide students with a safe and welcoming school environment. 99% of students have indicated on the School Climate Survey that they feel welcomed at DSHA, 94% of students feel that DSHA does a good job helping freshmen transition to high school, and 90% feel welcome in the Student Services Department (Chart 1). School Counselors help facilitate this positive school climate with activities throughout the school year like Camp Dasher for incoming freshmen, student-staff mentoring program, Freshmen Fun Day, classroom guidance lessons, and class meetings centered on social/emotional issues.

In 2009, School Counselors facilitated a “Connection Activity” to identify students who may not have a positive connection with at least three adults at DSHA. The results indicated that 12% of students did not have at least three connections – a percentage that alarmed faculty and staff (Chart 2). School Counselors began implementing interventions to improve connections to adults, so all students feel connected at DSHA. The Mentoring program is just one example of a school-wide initiative designed to improve connections between staff and students. Fifty-six faculty/staff participate in Mentoring, working with small groups of students bi-monthly, discussing school wide issues and fostering connectedness. A subset of the mentoring program is Dasher Mentors in which junior and senior students mentor freshmen through cross-age teaching. School Counselors also coordinate the annual *School Climate Survey* and the *Online Youth Risk Behavior Survey* in which issues related to school safety and connectedness are measured. The results of these surveys are discussed during mentoring and in small groups in an effort to build a partnership between students and staff with the shared goal of promoting a positive school climate. The impact of interventions such as these can be seen be the change in student perceptions since their implementation (Chart 3).

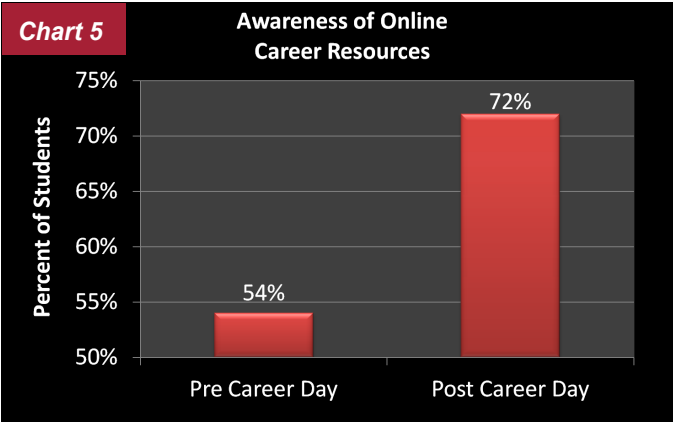


STUDENT RESULTS

ACADEMIC DEVELOPMENT

ASCAA: A2 – Acquire skills for improving learning **A: A2.3** – Use communication skills to know when and how to ask for help when needed **WCSCMA.3** – Demonstrate responsibility for achieving school success **A.12.3.1** – Demonstrate the ability to be dependable, productive, and take initiative for school success

School Counselors work in conjunction with the Learning Support Team to develop academic interventions for struggling students. In weekly meetings, the Learning Support Team discusses academic interventions for students who are experiencing difficulties in class. Using data from the first mid-quarter of the 2014-15 school year, 12 freshmen were identified as failing Biology. The School Counselors met with these students, determined interventions needed, and assisted in acquiring skills and additional help in order to improve individual grades in Biology. Chart 4 indicates the decrease of failing Biology grades by the end of first quarter for these students as a result of the interventions.



about careers” (Chart 5). After attending the Career Day activities, 72% of students were aware of online resources available about careers. School Counselors continue to work with students one-on-one and in classroom guidance lessons on how to use Naviance®, Career Locker, and other online resources to help students research potential careers.

PERSONAL/SOCIAL DEVELOPMENT

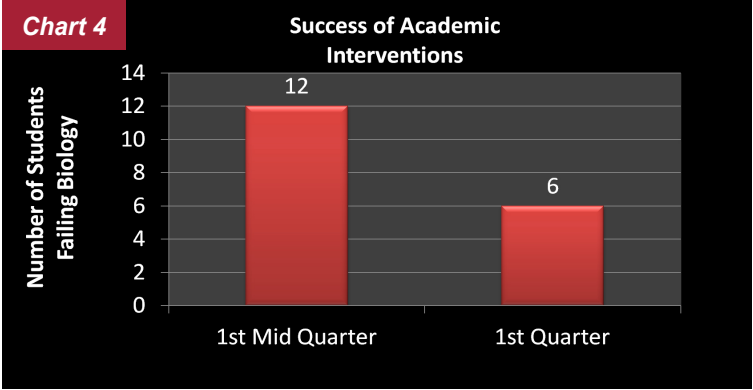
ASCAPS: B1- Self-knowledge application **PS: B1.5** – Demonstrate when, where and how to seek help for solving problems and making decisions **WCSCMF.1** – Acquire and demonstrate self-management and responsibility for health-promoting behavior **F.12.1.1** – Differentiate between situations that require peer support, adult support or professional help

School Counselors have maintained a priority on serving the social and emotional needs of the students. Efforts extend beyond the promotion of the Student Services Department as a student resource to the encouragement of faculty and staff to be available to assist with students in need. In-service training, professional development, monthly updates at faculty meetings and classroom guidance sessions have helped create a collaborative culture in which student well-being is a shared value. As a result, there has been an increase in students being comfortable asking for social/emotional help (Chart 6).

SCHOOL COUNSELING PROGRAM GOALS

School Counselors recognize the need to increase career exploration programming. Although students responded relatively well to the amount of time DSHA devotes to career development following Career Day (43% before the event and 59% after), additional programs are needed (Charts 7-9). School Counselors will add classroom guidance sessions and information for online career resources to achieve our program goal: The number of students who “feel that DSHA spends an appropriate amount of time discussing careers” will increase by 16% by Career Day 2016.

Our Learning Support Team continuously finds ways for students to access academic interventions when they are struggling in their coursework. As part of the Learning Support Team, the School Counselors have identified that more in depth interventions are needed for a targeted group of ninth grade students. Chart 10 illustrates the number of 9th grade students who failed Biology at the end of first quarter of the 2014-15 school year. Using this data, our program goal is: The number of ninth grade students failing Biology at the end of Quarter 1 will decrease by 35% by the end of Quarter 2.



CAREER DEVELOPMENT

ASCAC: B1 – Acquire career information. **C: B1.5** – Use research and information resources to obtain career information. **WCSCMH.1** – Attain educational achievement and performance levels needed to reach personal and career goals **H.12.1.1** – Review and revise individual learning plan to enhance educational achievement and attain career goals

In addition to individual career advising, School Counselors coordinate a biannual Career Day. The school-wide event is designed to connect students with women from a variety of career areas. A focus of Career Day is to increase student awareness of online resources to explore college and careers. On the pre-Career Day survey, 54% of students indicated they were “aware of online resources to learn more

