

Burlington High School

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2016 Wisconsin School Counseling Program Accountability Report

A continuous improvement document sponsored by the Wisconsin School Counselor Association

School Counselors: Leah Jagodzinski Jessica Pagel Jennifer Reuchlen Karl Richter

Grade Levels: 9-12

Enrollment: 1131



Principal's Comments

The Burlington Area School District's road map to academic excellence ends with the target of producing College and Career ready graduates. Burlington High School is proud of our School Counseling Program (SCP) and the incredible team of school counselors who are passionate about producing students who are ready for life after high school. The professional collaboration among school counselors, teaching staff, and administration has allowed us to develop and enhance programming that will help our students succeed beyond high school. In addition, my administrative team and I meet weekly with the school counselors to discuss the SCP, as well as to specifically identify students dealing with social-emotional issues that directly impact learning. Our school's utilization of the Wisconsin Comprehensive School Counseling Model (WCSCM) along with our Character and College & Career Readiness Advisory Curriculum has allowed us to increase student awareness about post-secondary options and plans.

Our quality SCP has had a large influence on our school culture in developing post-secondary ready graduates. Over the years, our school counselors have helped increase the awareness of dual credit options for our students through effective Individual Planning Conferences. This past year alone we saw a 25% increase from the previous year of students participating in dual credit coursework such as Advanced Placement, Youth Options, VANguard (distance learning with Gateway Technical College), Cooperative Academic Partnership Program (CAPP with UW-Oshkosh), Partners in Education (PIE with UW-Whitewater), and transcribed credit opportunities. Students taking college-level coursework in high school will help increase their chances of success when they enter career or post-secondary programs.

Another example of the SCP's impact is their assistance with setting goals and developing an individualized Academic Career Plan for students. The plan involves course programming options, athletic and club opportunities, and other resources specific to achieving the academic and career goals established. The effectiveness of our planning conferences are supported by post-conference survey results. Our counselors reported a 155% increase in the number of students who agree that they "know the courses I need to take in high school that will help me meet my career goal." Students feeling confident in navigating their four years of high school and taking coursework that is relevant to their career goals will contribute to producing college and career ready graduates.

Burlington High School's culture of college and career awareness for ALL students is the direct result of the value that is placed on the WCSCM standards and the American School Counselor Association (ASCA) national standards. I will continue to highly endorse my SCP team of school counselors as they continue to work with our number one clients, the students of Burlington High School.



School Climate and Safety

The SCP plays a vital role in helping establish and maintain a safe and positive school climate and directly impacts school climate and safety. School counselors communicate regularly with administration about issues that may impact the school environment.

The SCP team regularly implements programs and activities which increase student connectedness to school. Supportive adult relationships and a caring, encouraging school environment are essential to students' success in school and the post-secondary society. During Freshman Individual Planning Conferences, the school counselors provide information regarding numerous adult resources available to provide support, and students are challenged with the task of identifying their "go-to" sources of help in the classroom, in extracurriculars, at work, and at home. Results of our Freshman Planning Conference pre- and post-test reflect a 27% increase in the number of students who agree that they are able to identify "three adults that can help me" (Chart 1).

Chart 1

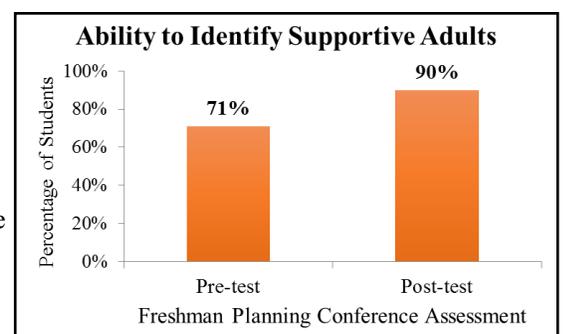
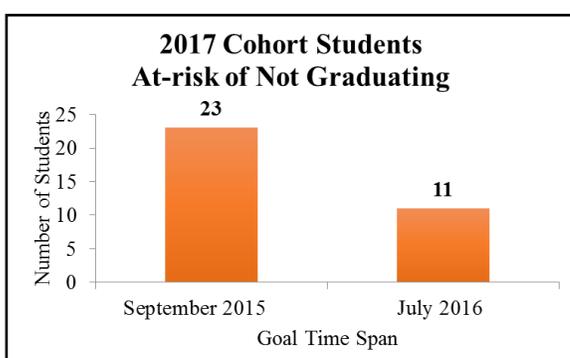


Chart 2



School counselors also play a significant role in supporting students at risk of not graduating by fostering their connectedness and engagement to school. Burlington High School requires a minimum of 23 credits to graduate, and based on data compiled at the beginning of the 2015-16 school year, 23 out of 304 students in the 2017 cohort had 11 credits or less indicating they were at risk of not graduating in June of 2017. In order to target this group of students, the SCP collaborated with administrators and teachers to develop specific interventions. Additionally, the school counselors analyzed credit reports and identified strategies to promote credit completion and recovery, including at-risk programs, after school Study Support, Advisory Response to Intervention (RTI) days, online Odyssey credit recovery, individual check-ins with school counselors, small groups, and summer school. As a result of this ongoing support, only 11 students of the 23 students in the targeted 2017 cohort are now identified as at-risk of not graduating in June 2017 (Chart 2).



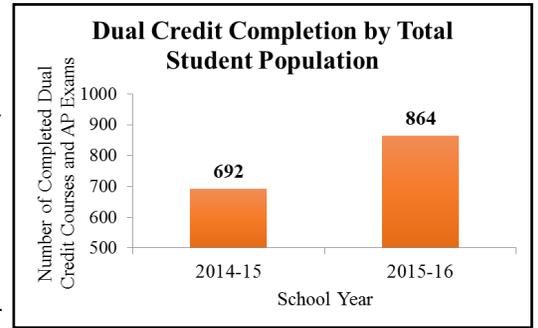
Student Results

Data is an essential component in how the SCP team develops, improves, and evaluates student results. Specific standards for student achievement are taken from the ASCA Mindsets & Behaviors for Student Success and from the WCSCM. The SCP ensures that students show improvement in the academic, career, and social/emotional domains.

Academic: ASCA M.5 Belief in using abilities to their fullest to achieve high-quality results and outcomes. LS.8 Actively engage in challenging coursework. WCSCM B.2 Apply knowledge in establishing and achieving academic goals. B.12.2.3 Identify post secondary options consistent with interests, achievement, aptitude, and abilities.

In our 2015 WSCPAR, the SCP set a goal to increase the number of dual credit courses completed and AP exams taken by 5%. To meet this goal, the SCP utilized a variety of methods to promote and increase accessibility of dual credit courses and AP exams. Last year, school counselors conducted Individual Planning Conferences with every student to develop and further review Individualized Learning Plans, which allowed for promotion of dual credit opportunities and verification of prerequisites. The school counselors organized an informational night for parents and students regarding AP courses and exams, as well as meetings for Youth Options and VANguard. The school counselors also worked closely with our Gateway New Student Specialist to ensure that students took advantage of the numerous articulated course offerings with proper completion of necessary paperwork. As a result of these targeted actions, the number of dual credit courses and AP exams completed by the total student population increased by 25% (Chart 1).

Chart 1



Career: ASCA M.6 Positive attitude toward work and learning. 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.12.1.1 Review and revise an individual learning plan to enhance educational achievement and attain career goals.

The SCP annually conducts Individual Planning Conferences with all freshmen and their parents, at which conversations focus on high school course programming options, athletic and club opportunities, and resources specific to the academic, career, and social/emotional domains. The main objective of the Planning Conference is to create a specific, individualized Academic Career Plan accounting for graduation requirements, while also selecting courses relevant to a specific career cluster of interest and meeting admission requirements for post-secondary education, military, and/or apprenticeship/workforce pathways. Results of a pre- and post-test indicated a vast increase of 155% in the number of students who agree that they “know the courses I need to take in high school that will help me meet my career goal” following the Planning Conference (Chart 2).

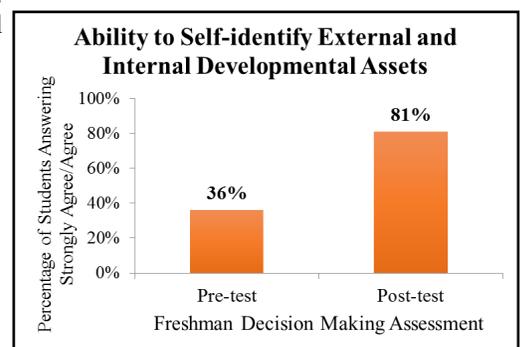
Chart 2



Social/Emotional: ASCA M.1 Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. SMS.6 Demonstrate ability to overcome barriers to learning. WCSCM D.1 Acquire and demonstrate self-awareness and self-acceptance as they relate to understanding oneself. D.12.12.2 Identify and demonstrate resiliency skills related to interpersonal relationships and life events.

Freshman Decision Making (FDM) curriculum is delivered annually by the SCP team to all 9th grade students to foster healthy decision making skills and attainment of goals. The SCP team utilizes The Search Institute's *40 Developmental Assets for Youth* to educate students on the positive impact of possessing external and internal developmental assets. Students learn that possessing a range of assets results in having greater resiliency skills, increased achievement of personal goals, and decreased likelihood of engaging in high-risk behaviors. During FDM, students explore how developmental assets can positively impact decision-making and goal setting through an interactive board game, group discussion and personal reflection. Results of our FDM pre-and post-test reflect a 125% increase in the number of students who strongly agree/agree that they are able to identify one external and one internal asset that they possess (Chart 3).

Chart 3



School Counseling Program Goals

The BHS school counselors are strongly committed to using data to continuously improve the School Counseling Program to best meet the needs of students and families while implementing ASCA and WCSCM standards.

Program Goal One: By the end of the 2016-17 school year, 97% of students will have completed the Character and College & Career Readiness portfolio requirements.

Explanation of Baseline Closing the Gap Data: Based on data from the 2015-2016 school year, 94% of students completed the Character and College & Career Readiness portfolio requirements, while 6% did not complete the portfolio requirements. In order to further engage and deliver academic and career planning to students at BHS, 97% of students will have completed the Character and College & Career Readiness portfolio requirements by the end of the 2016-2017 school year (Chart 1).

Action Plan: Through Advisory curriculum, the SCP implements programs and activities that promote academic and career development. Specific lessons engage students in topics including goal setting, academic success, college and career readiness, post-secondary planning, and career preparation. Throughout the 2016-17 school year, the SCP will collaborate with BHS staff to engage students in advisory lessons and encourage completion of corresponding portfolio requirements to enhance students' academic and career development.

Chart 1

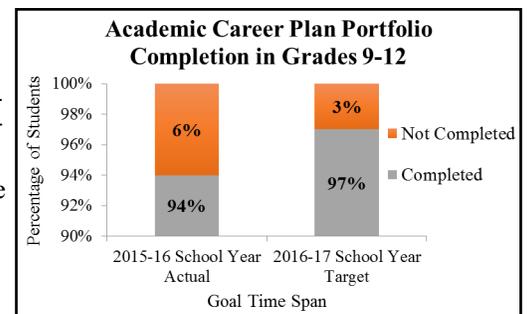
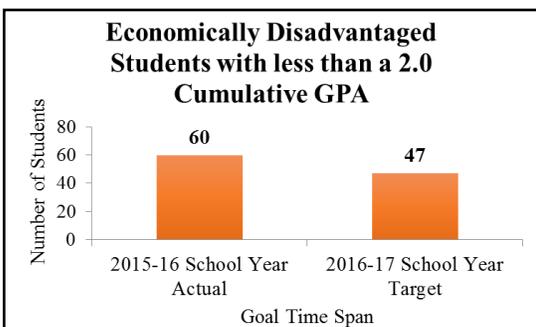


Chart 2



Program Goal Two: By the end of the 2016-17 school year, the number of economically disadvantaged students with a GPA of 2.0 or less will decrease from 60 students to 47 students.

Explanation of Baseline Closing the Gap Data: When comparing students that receive Free and Reduced Lunch to students that do not receive lunch services, 24% of our students that receive services have less than a 2.0 GPA. Of our students that do not receive services, only 14% have a GPA of less than 2.0 (Chart 2).

Action Plan: Throughout the 2016-17 school year, school counselors will target the identified group of students through Individual Planning Conferences, after school Study Support, individual check-ins with school counselors, and small groups. School counselors will use these activities to help identified students plan, monitor, and manage their own learning as well as to enhance their academic, career and social/emotional development.