

# Burlington High School

Eric Burling, Principal  
400 McCanna Parkway  
Burlington, WI 53105  
(262) 763-0200  
www.basd.k12.wi.us/bhs

## 2015 Wisconsin School Counseling Program Accountability Report

A continuous improvement document sponsored by the Wisconsin School Counselor Association

School Counselors: Tammy Albrecht

Leah Jagodzinski

Jessica Pagel

Jennifer Reuchlen

Grade Levels: 9-12

Enrollment: 1157



### Principal's Comments

In an effort to produce "College and Career" ready graduates, I am blessed to have a School Counseling Program (SCP) and team of school counselors that are passionate about producing students who are ready for life after high school. The professional collaboration among our school counselors, teaching staff, and administration has allowed the Comprehensive School Counseling Model and our Advisory period to increase student awareness about post-secondary options and plans. My administrative team and I communicate regularly with the school counselors to discuss the SCP, as well as to specifically identify students dealing with social-emotional issues that directly impact learning.

The first example of our SCP impact is that our senior class has increased their awareness of the plethora of post-secondary options available to them after high school as compared to previous years. This happened because our SCP, based on the Comprehensive School Counseling Model, provided Individual Planning Conferences at every grade level. Freshman year, students immediately laid out their four-year academic learning plans, and yearly conferences helped students reevaluate their progress. In addition, the SCP initiated an Opportunity Day in 2013 that showcased representatives from each of the three post-secondary pathways and 16 career clusters. The number of business, apprenticeship, college, and military representatives increased by 78% for Opportunity Day 2014, further providing opportunity for post-secondary planning.

Not all students enter Burlington High School with the same skills, both soft and academic, to be successful. This is where my second example of the positive impact my SCP has on students comes into play. The SCP has revived our Survive and Thrive (S&T) program for at-risk ninth graders. One component of the program is a two-week summer "Boot Camp" which helps prepare our most at-risk incoming ninth graders for the rigors and change of high school. S&T then serves as the conduit to keep the students connected throughout freshman year and provides them with small group meetings, regular check-ins, and resources to get off to a successful first year at Burlington High School.

A third example of the impact of the SCP on our students is the delivery of Freshmen Decision Making curriculum to all 9th grade students. School Counselors address hot button topics, such as alcohol and other drug abuse (AODA), bullying, harassment, healthy relationships, signs of depression/suicide, and peer pressure to promote overall emotional health and wellness. These topics then are continued discussions in grades 9-12 as part of the Advisory curriculum developed by the school counselors.

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

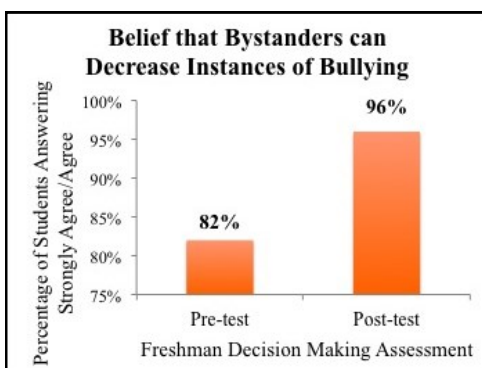


### School Climate and Safety

The School Counseling Program 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 regularly implements programs and activities that increase student connectedness to school. Character and College & Career Readiness Advisory curriculum, developed by school counselors and teachers, is delivered weekly by advisory teachers to all students grades 9-12. This curriculum addresses 21st Century Skills including Social and Cross-Cultural Skills and Critical Thinking and Problem-Solving Skills. Specific lessons teach students conflict resolution and mediation techniques, as well as healthy responses to acts of bias-related incidents and discriminatory attitudes.

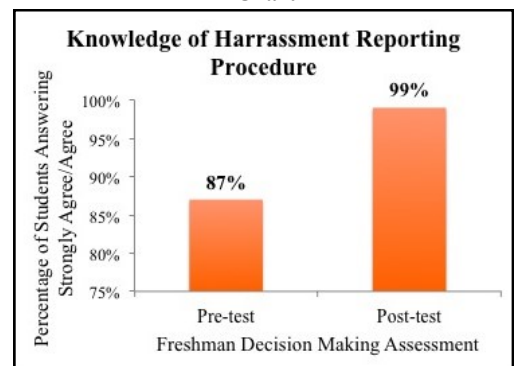
Chart 2



In addition, Freshman Decision Making (FDM) curriculum is delivered by the school counselors to all 9th grade students to foster healthy decision-making skills and provide age-appropriate instruction on violence prevention, bullying, dating violence, and interpersonal violence prevention. Through a classroom lesson on harassment, the school counselors instructed students on the definition of harassment and the school reporting procedure. As a result of the harassment lesson, there was a 14% increase in the number of students who strongly agreed/agreed that "I know to whom I report when I feel harassed" (Chart 1).

In another FDM lesson, the school counselors presented information on the power of bystander intervention in instances of bullying and how to be an advocate for others. As a result of the lesson, there was a 17% increase in the number of students who strongly agreed/agreed that "bystanders can decrease instances of bullying" (Chart 2).

Chart 1





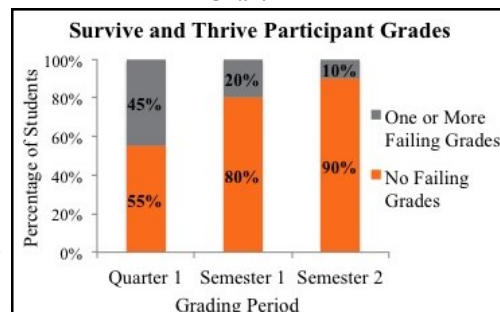
## Student Results

Data is an essential component in how the School Counseling Program team develops, improves, and evaluates student results. Specific standards for student achievement are taken from the ASCA National Model for School Counseling Programs and from the WCSCM. The SCP ensures that students show improvement in the academic, career, and personal/social domains.

**Academic: ASCA A:A2 Acquire Skills for Improving Learning. A:A2.4 Apply knowledge and learning styles to positively influence school performance. WCSCM A.3 Demonstrate responsibility for achieving school success. A.12.3.1 Demonstrate the ability to be dependable, productive, and take initiative for school success.**

Burlington High School offers a summer transition program, Summer Survivor, for incoming freshmen identified as at-risk. These students are then invited to participate in Survive and Thrive (S&T) during the school year. This program functions as a method of continued support via bi-weekly small groups and regular check-ins with school counselors to monitor grades, attendance, and personal/social behaviors, as well as to promote post-secondary college and career planning. Participants assessed their transcript at the end of first semester, reflected on their progress, and formulated a specific academic goal for the second semester; counselors made the goals a focus for their continued check-ins with students. As a result of the S&T program, of the 20 students who participated, 80% had no failing grades at the end of semester one and 90% of students had no failing grades at the end of semester two (Chart 1).

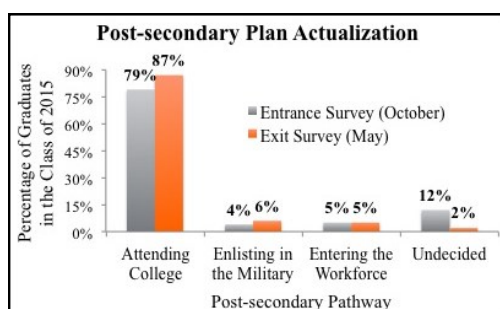
Chart 1



**Career: ASCA C:B2 Identify Career Goals. C:B2.1 Demonstrate awareness of the education and training needed to achieve career 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 plans and implements a wealth of methods necessary for post-secondary planning that includes Fall Senior Individual Planning Conferences. For additional monitoring, the school counselors implemented a mid-year Senior Check-in for all seniors in the 2014-15 school year. In an effort to reach undecided students or those apprehensive of the college application process, the school counselors organized Wisconsin Students Go 2 College, an event solely focused on submitting college applications. In addition, the SCP continued to organize other post-secondary preparation events such as the Wisconsin Education Fair trip, job shadowing, and Opportunity Day. The Armed Services Vocational Aptitude Battery (ASVAB), ACT, COMPASS, and WorkKeys assessments are important steps in military, college, and work pathways respectively; these assessments are made available to all students through the efforts of the SCP. To determine the impact of these events on students in their senior year, entrance and exit surveys were disseminated to students in October and May. As a result of the aforementioned post-secondary programming implemented by the SCP, students who were “undecided” regarding their post-secondary plans decreased 83% from entrance to exit survey (Chart 2).

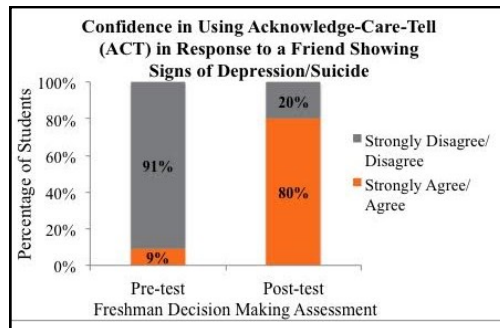
Chart 2



**Personal/Social: ASCA PS:C1 Acquire Personal Safety Skills. PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help. WCSCM F.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.**

Freshman Decision Making curriculum is delivered annually by the SCP to all 9th graders to foster healthy decision making skills and promote emotional well-being. The SCP team at BHS utilizes the Signs of Suicide (SOS) curriculum, educating students on the symptoms of depression and/or suicide and the use of Acknowledge-Care-Tell (ACT) when confronted with a possible suicide situation or self-harming behaviors. The ability for students to discern situations requiring adult help and to seek out that assistance is integral to the ACT process. As a result of the SOS lesson, our pre-and post-test reflect an increase from 9% to 80% of students who strongly agree/agree that they “feel confident in knowing how to use ACT in response to a friend who is showing signs/symptoms of depression and/or suicide” (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 2015-2016 school year, the number of dual credit courses and AP Exams completed will increase by 5% (Chart 1).

**Explanation of Baseline Closing the Gap Data:** Based on data from the 2013-2014 and 2014-2015 school years, while the number of Advanced Placement (AP) Exams taken increased from 276 to 315, Youth Options enrollment decreased from 65 to 50 and VAN-Guard Distance Learning, Cooperative Academic Partnership Program (CAPP) through UW-Oshkosh, and articulated classes remained stagnant for both academic school years. The total number of exams and courses completed for the 2014-2015 school year was 692. At the end of the 2015-2016 school year, the number of exams and courses completed will increase by 5% to 726.

**Action Plan:** Throughout the 2015-2016 school year, school counselors will conduct Individual Planning Conferences with all students in grades 9-12 to develop and review Individualized Learning Plans which will allow for promotion of dual credit opportunities. School counselors will conduct informational meetings on dual credit opportunities for students during Advisory. During the 2014-2015 school year, an informational meeting for parents on AP courses and exams was initiated by school counselors. For the 2015-2016 school year, information will also be provided by school counselors on other dual credit opportunities at our spring parent meetings.

Chart 1

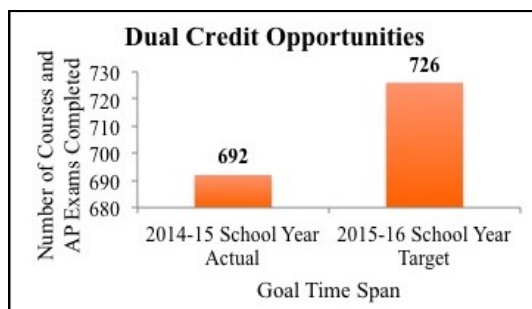
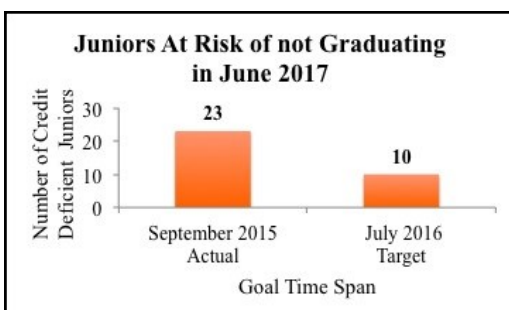


Chart 2



**Program Goal Two:** By the end of July 2016, the number of students at risk of not graduating in June 2017 will decrease from 23 to 10 (Chart 2).

**Explanation of Baseline Closing the Gap Data:** Burlington High School requires a minimum of 23 credits to graduate. Based on data compiled at the beginning of the 2015-2016 school year, we currently have 23 out of 304 Juniors with 11 credits or less indicating they are at risk of not graduating in June of 2017.

**Action Plan:** At weekly meetings with administration, the school counselors analyze credit reports and identify strategies to promote credit completion and recovery, including at-risk programs, After School Study Support, identified Advisory Response to Intervention (RTI) days, Odyssey Credit Recovery, individual check-ins with school counselors, small groups and summer school.