

## Wisconsin School Counseling Program Accountability Report 2016

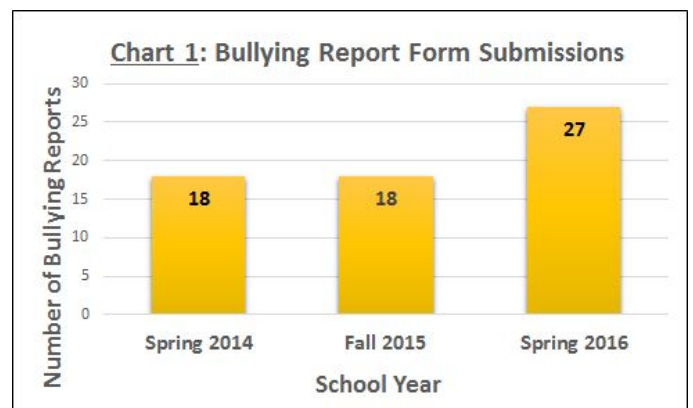
*A continuous improvement document sponsored by the Wisconsin School Counselor Association*

### Principal's Comments

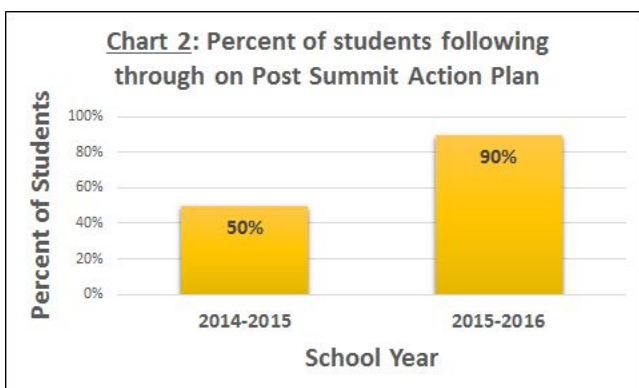
It is our collective goal that all students graduate from Franklin High School (FHS) with the knowledge, skills, and habits that will ensure preparedness for life after high school. This is a goal that cannot be reached without the leadership of our school counseling team, which consists of four counselors who have made a positive impact on our students. During the 2015-2016 school year our building focus was to ensure that all 10th and 11th grade students in the “close” category as measured by the ACT and ACT Aspire assessments reached “college ready” benchmarks. Our counseling team made this their focus for the year as well by setting a goal to work specifically with identified 11th grade students. As a result of their ACT workshops, individual student and parent conferences, and collaboration with teachers, 81% of their targeted students reached “college and career ready” benchmarks in Reading (see chart 3). Our school counselors have further impacted students by developing a comprehensive Academic and Career Planning process (ACP). As we pilot ACP, the school counseling team has worked diligently to ensure that students leave Franklin High School with the knowledge, skills, and dispositions that afford them post-secondary success. Last year, our school counseling team set out to reach 100% of 11th grade students along with their parent/guardian through an individualized Junior Planning Conference. The goal of each conference was to help the student and family members understand the necessary next steps for post high school planning and become familiar with the resources available for post high school planning. As a result 100% of the families completing an evaluation reported having an understanding of their next steps in the postsecondary process.

### School Climate & Safety

The School Counseling Program at FHS strives to create a safe environment for learning. Upon reviewing data and seeing a growing number of office referrals related to bullying the counseling team worked with administrators to publish an online *Bully Report Form* for all schools in the district. The school counselors presented universal instruction to all students defining bullying and directing student action steps when they encounter bullying, including use of the *Bully Report Form*. **Chart 1** demonstrates that FHS Students increased their use of the form following the counseling team’s universal instruction. This use demonstrates that students have learned how to utilize the resource presented to them during the counseling lesson. Annually, FHS School Counselors invite students to participate in a Positive School Climate

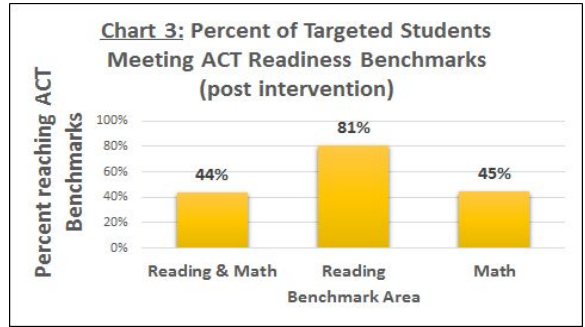


Summit where they discuss and explore specific bullying issues they witness or experience, along with making a commitment to raise awareness. School Counselors assisted students in taking leadership in directing the summit, identifying school-wide needs and in facilitating student-led projects addressing these needs. The student-directed projects included the creation of a positive social media presence, a poster campaign, and an Anti-Bullying Day of Awareness. Students also gave teachers information sheets and asked teachers to have conversations about bullying with their classes on the first Wednesday of every month during “Blue Shirt Days”. With counselors guiding student leaders, 100% of 40 participants joined a committee, approximately 75% maintained their participation and all of the initial projects were successfully completed.



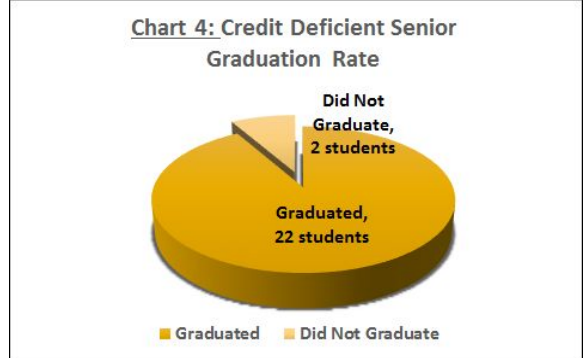
## Student Results

**Academic Development ASCA Mindsets & Behaviors: BSMS 6: Demonstrate ability to overcome barriers to learning. WCSCM: B.1 Apply the skills necessary to improve learning and make successful academic transitions B.12.1.2 Become a self-directed and independent learner.** FHS school counselors developed workshops on ACT test preparation to address the needs of 27 Juniors who scored “Close” to College Readiness on the 10th grade Spring ACT Aspire in Reading and Math. Students participated in workshops on ACT specific success strategies, Academic & Career Planning, test anxiety reduction, as well as the connection between ACT performance and college admissions and scholarships. Students developed a plan with their counselor detailing the strategies they would practice and implement. Student feedback indicated increased awareness both of the value of ACT for post high school planning and strategies to improve performance. **Chart 3** shows the percent of identified students meeting college readiness benchmarks after the intervention.

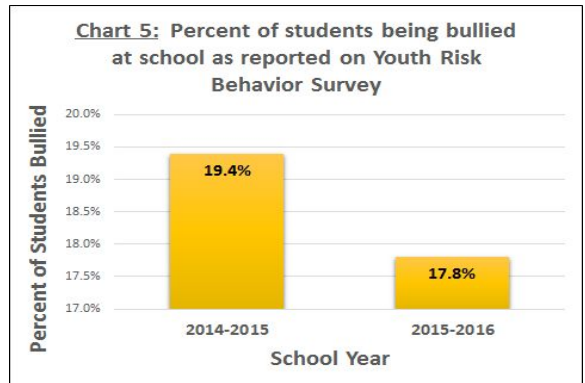


**Career Development ASCA: BSMS 5 Demonstrate perseverance to achieve long- and short-term goals. WCSCSM: A.3 Demonstrate responsibility for achieving school success A.12.3.1 Demonstrate the ability to be dependable, productive, and take initiative for school success**

Through a comprehensive transcript review counselors noticed a large number of students in the class of 2016 who were not on pace to earn the necessary credits to finish their junior year on track for graduation. Twenty four students were identified to receive additional monitoring through a weekly Pupil Services Response to Intervention (RTI) process. This involved collaboration with administrators, social worker, school psychologist, and departmental interventionists. Counselors also met individually with students, conducted parent meetings, and facilitated placement into appropriate academic programs. The goal was to ensure that all students had an opportunity to graduate in four years. **Chart 4** shows that through these efforts 22 out of 24 students graduated on time.

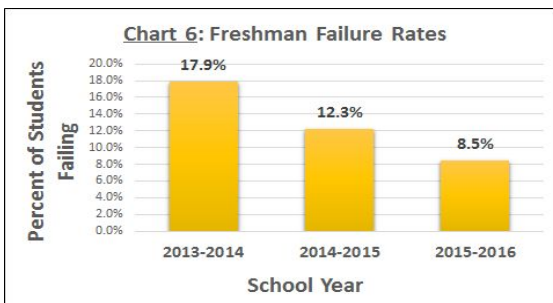


**Social/Emotional Development ASCA: B-SMS 7 Develop effective coping skills when faced with a problem. B-SS 2 Create positive and supportive relationships with other students. WCSCM:D.2 Acquire and demonstrate acceptable interpersonal skills as it relates to understanding oneself and others. D.8.1.1 Respect and support differences in ethnic and cultural diversity, as well as diversity in other forms.** In 2015, 19.4% of students reported that they were bullied while at school. As a result, counselors initiated a Safe Schools Campaign in October 2015. Counselors delivered universal instruction about preventing bullying and included information about the online *Bully Report Form*. Counselors increased awareness of the problem of bullying through promotion of National Blue Shirt Day and facilitated a Safe Schools Summit with 40 students. Of students attending the summit, 75% actively joined a committee to continue awareness efforts through a social media campaign, a “day of silence” and the creation of prevention posters. **Chart 5** shows a reduction in the bullying incidences occurring at school from 19.4% in 2014-2015 to 17.8% in 2015-2016.



## School Counseling Program Goals

**Program Goal 1:** By June 9, 2017 the percent of 9th grade students failing one or more classes will decrease from 8.5% to 5.5%. **Explanation of Goal** In 2013-14, 17.9% of freshmen failed at least one class. 2014-15 reports indicated that 12.25% of ninth graders have failed at least one class and in the 2015-2016 school year that number improved to 8.5% of 9th grade students. Our goal is to reduce that number even more in the 2016-2017 school year to no more than 5.5%.



**Program Goal 2:** By June 4, 2017 the percent of 12th grade students with disabilities who graduate will increase from 90% to 93%. **Explanation of Goal:** Students with special needs are not graduating at the same rate as our regular ed (see **chart 7**) population. We plan to close this gap through targeted interventions in the 2016-2017 school year.

