

# Stevens Point Area Senior High

1201 North Point Drive  
 Stevens Point, WI 54481  
 Mike Devine, Principal



## Professional School Counselors

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

Grades 10-12 ◊ Enrollment: 1585 ◊ www.pointschools.net ◊ 715-345-5400

## Principal's Comments

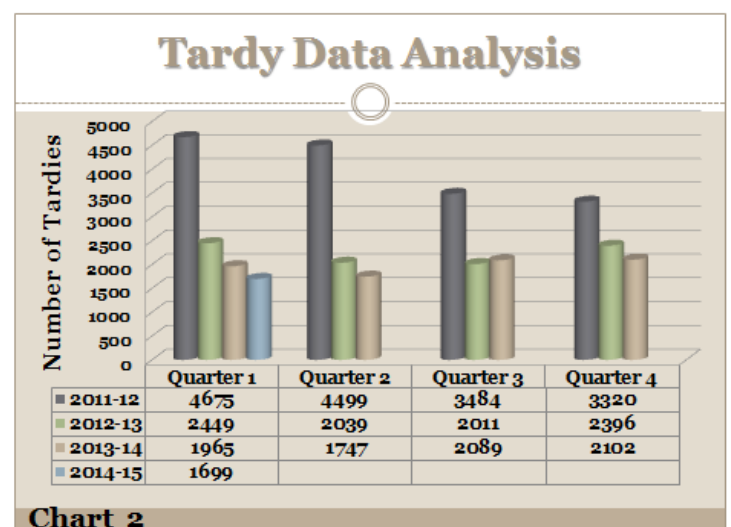
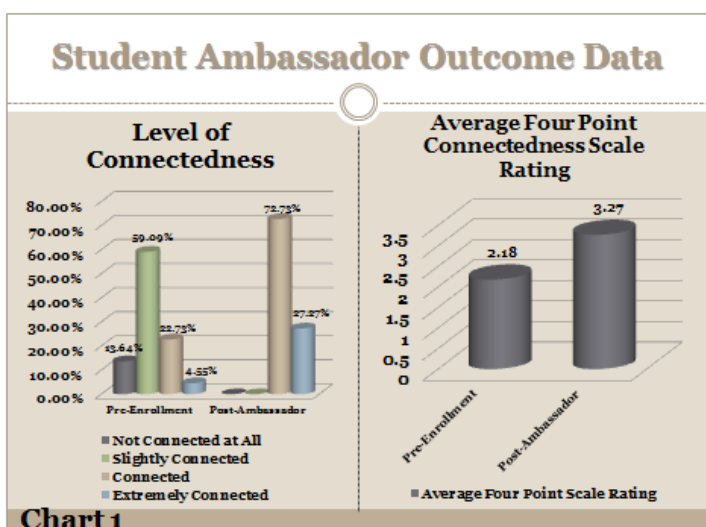
Serving as Principal for Stevens Point Area Senior High (SPASH) for the last ten years, I am proud to advocate and support our school counseling team. It has implemented, with fidelity, a comprehensive school counseling program based on WSCA and ASCA Standards, where all students are directly and positively impacted in order to be college and career ready. Our highly trained counselors have played an integral role in various school leadership positions, including but not limited to, 1) the Counseling Advisory Council; 2) Co-Chair for the Response to Intervention (RtI) Team; 3) Internal Coach for Positive Behavior Interventions and Supports (PBIS); 4) Co-Chair for the Student Intervention Team; 5) Coordinator of our Night School Credit Recovery Program; 6) Coordinator for the High School Summer School Program; 7) creator of a new AODA screening protocol; 8) representative on the District Consolidated Task Force; 9) Co-Advisor for Student Senate; 10) Advisor for the Student Ambassadors' Program; 11) Advisor(s) for the Sophomore and Senior Classes; and 12) grant writers to fund a charter school and an anti-bullying program. All of these counselor-led initiatives have positively impacted our student success and school accountability scores.

First, the school report card score increased from 73.2% to 76.6%, a 3.4 % increase from 2013 to 2014. Second, in an effort to provide more individual, personalized meetings with students, counselors increased the number of students serviced 13%, from 2012-2013 to 2013-2014. Third, in the last two years, SPASH has seen a 4.0% increase in the number of students who applied to college, which created a 1.74% increase in acceptance rates by April of senior year. This is the direct result of counselor-led, individual, Senior Planning Meetings, College Planning Night, Post-Secondary Night, and weekly college application workshops in partnership with the UW colleges. This data provides just three examples that validate how students are different and better because of the SPASH Comprehensive School Counseling Program. Simply put, the Counseling Department is one of the main reasons SPASH continues to positively move forward.

## School Climate and Safety

The Student Ambassador Program, developed and coordinated by the Comprehensive School Counseling Team, has assisted new students at SPASH become better acclimated and more engaged. The Program goal is to increase students' connectedness to their learning community by matching them with a trained peer mentor. **Chart 1** indicates the significant reduction in disengagement for new transfer students entering the high school.

The Counseling Department has been actively involved in the implementation of PBIS, providing an Internal Coach on the PBIS Leadership Team. Through a review of the school's data, it was determined that one area of focus for positive change would be reducing student tardies. Digital clocks with countdown timers were placed in all major hallways, so students were more aware of the need for and the necessary behavior of punctuality. Student-led videos were also shown to students and parents at assemblies, demonstrating responsible behavior of getting to class on time. **Chart 2** shows a substantial reduction of the first quarter tardies compared to previous years, significantly increasing instructional time for students.



# Stevens Point Area Senior High

## Student Results

### *Personal/Social Development*

ASCA PS:A1 Acquire Self Knowledge: PS: A1.1 Develop positive attitude toward self as a unique and worthy person and PS: PS: A1.10. WCSCM D.2 Acquire and demonstrate self-awareness and self-acceptance as it relates to understanding oneself and others: D.12.1.2 Identify and demonstrate resiliency skills related to interpersonal relationships and life events.

Girls' Group, facilitated by counselors, worked with six female students who had been pre-diagnosed by a medical provider for depression and/or anxiety, and struggled with attendance by having more than four unexcused absences. The researched-based strategies implemented during group sessions positively impacted the girls' attendance by decreasing unexcused absences as they gained positive attitudes and acceptance of self as worthy people. These students were better able to cope with daily challenges instead of avoidance through academic disengagement. **Chart 1** indicates the improvement of overall class attendance for four of the six students who consistently attended Group. This is a significant increase compared to their class' attendance prior to Group.

### *Academic Development*

ASCA A:A2 Acquire Skills for Improving Learning: A:A2.3 Use communication skills to know when and how to ask for help when needed. 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.

Counselors impacted students' academic achievement in many ways from 2012-2013 to 2013-2014. In the 2013-2014 school year, the Counseling Team utilized a list of students who earned quarter F grades, and met with them individually to provide interventions such as goal setting, study skills, and tutoring referrals. That same year, the RtI team, with a counselor co-chair, also implemented Resource Centers and Core Labs for students with failing grades. These resources provided students with direct academic structure, strategies, and support. **Chart 2** indicates the difference in the number of students earning failing grades in quarter one from 2012-2013 to 2013-2014.

### *Career Development*

ASCA A:B2 Plan to Achieve Goals: A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities. 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

SPASH Counselors are driven to have all students graduate college and career ready. They created a goal to increase the amount of students applying to post-secondary institutions, as well as increase the student acceptance rate. The following counselor-led activities were initiated in order to achieve this: weekly "College Application Mondays"; small group and individual senior planning meetings; Post-Secondary Night; College Planning Night; and Free Application for Federal Student Aid Workshops or "FAFSA Fridays." The result of these initiatives in **Chart 3** indicates a 4% increase in the number of students applying to colleges, as well as a 1.74% increase in the acceptance rate.

## School Counseling Program Goals

We found a decline comparing the number of students who were enrolled in Advanced Standing (AS), Advanced Placement (AP), and Transcribed Credit (TC) courses over the last two years. **Chart 4** shows the number of students enrolled in these courses in 2012-2013 and 2013-2014. By June of 2015, our goal is to increase course enrollment in all three areas by 5%. We will utilize the Career Cruising Course Planning tool for students in grades 8-11. We will work collaboratively with our local post-secondary institutions (Mid-State Technical College, UW Stevens Point, and others) to provide more AS and TC classes, resulting in more options for students.

Through a review of our 2014 graduate survey, 24.8% of the 509 respondents indicated they would have liked more assistance with the college planning process with their school counselors. Our goal here is to decrease the percentage of graduating seniors from the class of 2015 who need additional assistance by 7%. We will enroll in the National Student Clearinghouse, implement the research-based college matriculation "Summer Melt Texting Program," create small group workshops "Accepted! Now What?", and increase student attendance at "FAFSA Fridays." **Chart 5** shows the actual percentage of students who indicated this need and our target percentage for the class of 2016.



### Improved Attendance Outcomes Girls' Group

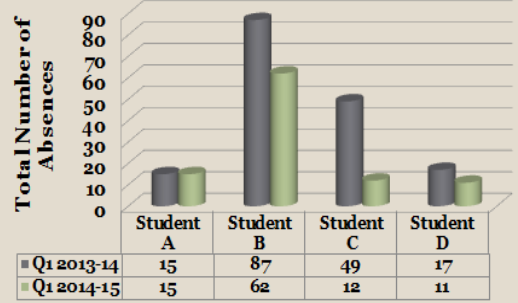


Chart 1

### Quarter 1 Grade Analysis

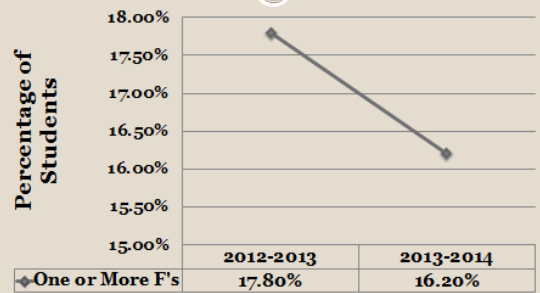


Chart 2

### Post-Secondary Institution Applications & Acceptance

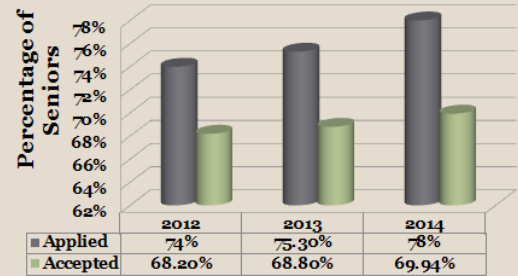


Chart 3

### AS, AP, & TC Course Enrollment

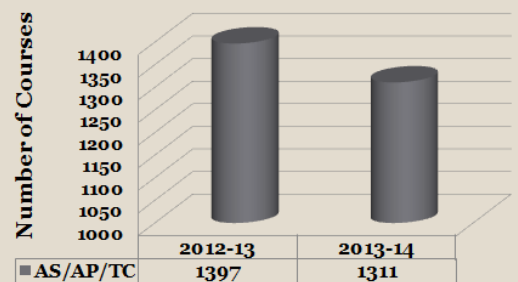


Chart 4

### Percentage of Seniors Seeking College Planning Assistance

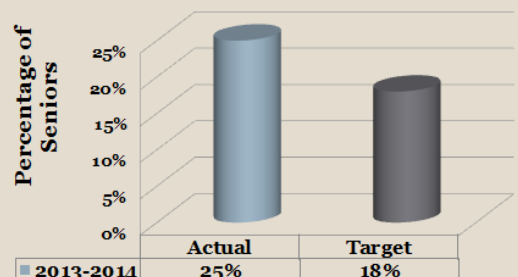


Chart 5

