



Valders High School

201 West Wilson Street • Valders, WI 54245

School Counselor: Tara Bruckner • Principal: Julie Laabs

Grades 9 – 12 • Enrollment 352 • Valders.k12.wi.us • 920.775.9530

Wisconsin School Counseling Program Accountability Report 2015

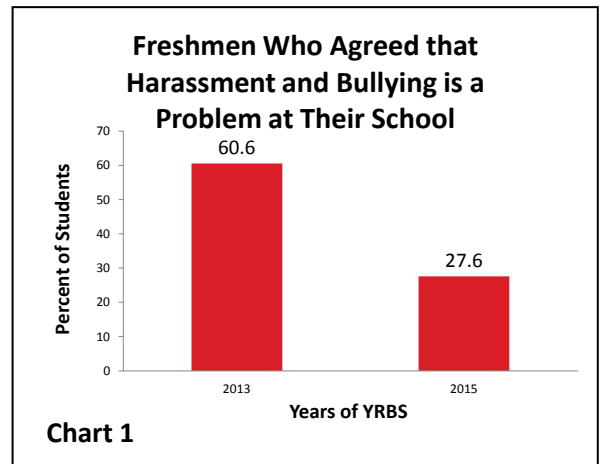
A continuous improvement document sponsored by the Wisconsin School Counselor Association

PRINCIPAL'S COMMENTS

As principal of Valders High School, I fully support the efforts in implementing the national standards from the American School Counselor Association (ASCA) and the state standards in the Wisconsin Comprehensive School Counseling Model (WCSCM). I am proud of the dedicated work of our Student Services Department, having a tremendous impact on academic achievement, college & career readiness and personal/social development of our student body. In this first example, our counselor works collaboratively with our teaching staff and with local agencies to create awareness of post-secondary opportunities for students. Students benefit directly from academic advising to promote college and career readiness throughout their four years of high school and beyond. Viking Visits facilitate individual meetings with the student, counselor, and parent held at the freshmen year to provide a foundational plan, with another meeting held at junior year to finalize the plan and secure the envisioned goals. Academic supports are in place to assist struggling learners, focusing on skill development within guided study halls. Individual goal setting is a priority which is monitored by our counselor. A second example that the counseling program also has a positive impact on students is by the fostering of leadership skills and growth among individuals as determined through data driven needs assessments. The Freshmen Focus event is facilitated by our counselor and provides strategies to allow a successful transition to high school. The Peer Leaders organization assists with the event, then takes a mentorship role with the underclassmen during the year. The mentoring is coordinated with our counselor. Continued leadership development is being organized this school year, bringing the Challenge Day program to our campus to promote a culture of acceptance and positive commitments.

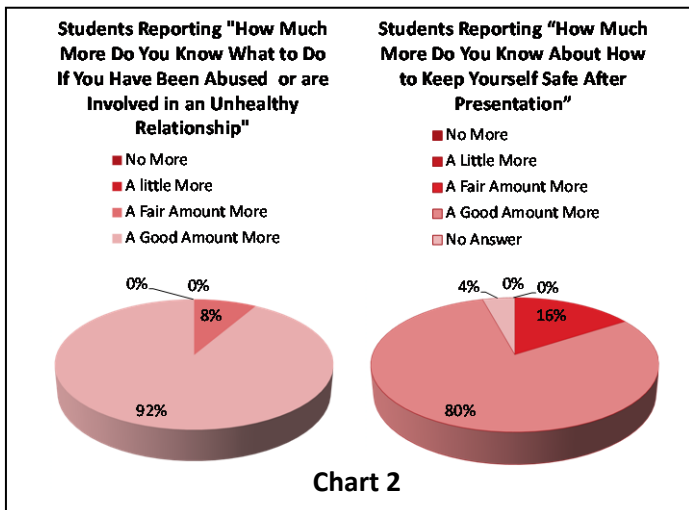
SCHOOL CLIMATE AND SAFETY

Valders Student Services Department works continuously to provide a safe and welcoming school environment for all students. In the 2015 Youth Risk Behavior Survey (YRBS) Valders found that 38.8 percent of students felt like they did not belong at school. In 2013 Freshmen Focus, a freshmen transition program, was revised to target the number of freshmen students who reported that bullying and harassment were a problem at their school. This program uses upperclassmen to facilitate team building activities, to provide information on teacher expectations, and to be a welcoming presence to high school. In 2013 60.6 percent of freshmen reported that harassment and bullying was a problem (Chart 1). In 2015 only 27.6 percent of freshmen reported that harassment and bullying was a problem. That is a 33 percent change in two years. Student



Services also recognizes the national statistics for teen dating violence that states nearly one in 10 high school students has been

purposefully hit, slapped or physically hurt by a boyfriend or girlfriend. Valders' YRBS data on dating violence indicated that dating violence was happening in our school. In partnership with the Sexual Assault Resource Center in our community, all sophomore students attended a presentation to address how to recognize dating violence, ways to keep safe, and what to do if you have been abused or are in an unhealthy relationship. After this presentation, all students filled out a survey. Results indicated that 80 percent of sophomores reported they knew "a good amount more" about how to keep them safe in a relationship and 91.6 percent reported that they knew "a good amount more" about what to do if they have been abused or are in an unhealthy relationship (Chart 2). Provided that 94 percent of victims of intimate partner abuse is among females ages 16 – 20, we feel this information will be invaluable to students.



STUDENT RESULTS

Academic Development

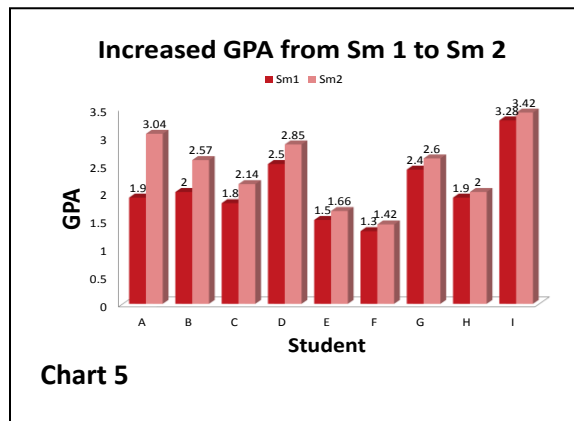
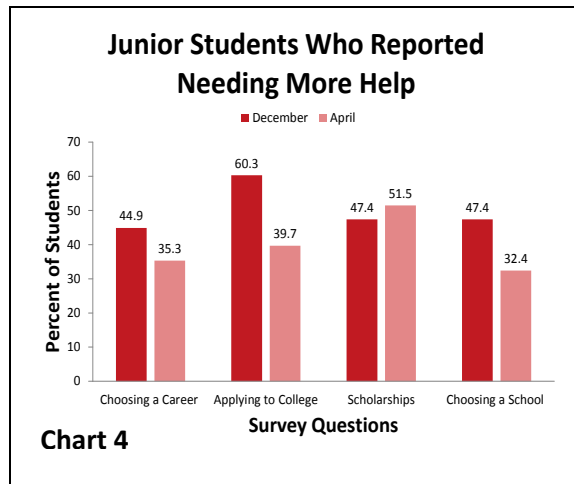
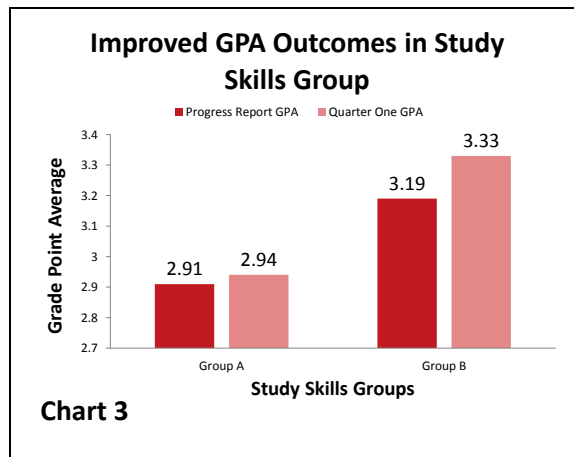
ASCA: A:B1 Improve Learning. A:B1.3 Apply the study skills necessary for academic success at each level. WSCA: A.3 Demonstrate responsibility for achieving school success. A.12.3.1 Demonstrate the ability to be dependable, productive, and take initiative for school success. A Study Skills Group was offered to students who self-identified that they would benefit from learning about different ways to improve their study skills. The research-based strategies implemented during group sessions positively impacted both groups' grade point average from pre/post reports. Students learned strategies such as metacognition, reading strategies, note taking skills, time management, and ways to study for exams. Chart three indicates the improvement of grade point average from progress reports (prior to group) to quarter one reports (post group) in both groups.

Career Development

ASCA: C:B1 Acquire Career Information. C:B1.1 Apply decision-making skills to career planning, course selection and career transition. WSCA: 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. Juniors were administered a needs assessment survey in December prior to the teaching of four career lessons and their individual academic career plan meeting, Viking Visit. These results were used to provide targeted instruction on career choice, applying to college, scholarships, and choosing a career. Chart 4 shows that in three out of the four areas fewer students reported needing more help indicating instruction and Viking Visits helped them define their career path, college choice and how to apply for college. Chart four also indicates that students still need support when learning how to find and complete scholarships.

Personal Social Development

ASCA: PS:B1 Self-knowledge Application. PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills. WSCA: E.1 Apply self-knowledge in the decision making or goal setting process. E.12.1.1 Demonstrate commitment and persistence in the pursuit of a goal. Students who demonstrated low achievement in semester one were identified to enroll in a guided study hall for semester two. This study hall would be structured, have low enrollment and have a classroom teacher who provided specialized assistance. The counselor met with each student weekly to demonstrate how to create an action plan to achieve the goal of increasing GPA. Each week the counselor discussed confidence levels and progress of goal with students in a one-to-one manner. Goal action plans were revised weekly to ensure students were analyzing and reflecting on their goal setting process. After review of semester report cards, 64% of students met the goal of increasing GPA. Chart five indicates their GPA increase from semester one to semester two.



SCHOOL COUNSELING PROGRAM GOALS

Program Goal One: By the end of the 2015-2016 school year, the percent of students who apply to a post-secondary institution will increase by 10%.

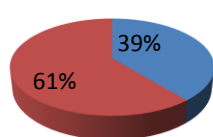
Explanation of Closing the

Gap Baseline Data:

At the end of 2015 our data indicated that nearly 40 percent of seniors did not apply to post-secondary school. Continuing education provides students with more opportunities in adulthood.

Students Who Applied to Post-Secondary School

■ Did Not Apply ■ Applied



Program Goal Two: By the end of the 2015-2016 school year, the percent of freshmen who are credit deficient, earning 2 or more F's, will decrease by 10%.

Explanation of Closing the

Gap Baseline Data:

At the end of the 2014-2015 school year, 14% of freshmen students (12 out of 87 students) received two or more F's on their transcript which puts them at risk for not graduating in four years.

Students earning Two or More F's (2013-2014)

■ > 2 F's ■ < 2 F's

