



KETTLE MORAINE HIGH SCHOOL

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ENROLLMENT: 965 **GRADE LEVELS:** 9 -12
PRINCIPAL: Jeffrey A. Walters
COUNSELORS: Alissa Darin, Tricia Fetherston,
Noel Kolbe, Nancie Schneider

2018 WISCONSIN SCHOOL COUNSELING PROGRAM ACCOUNTABILITY REPORT

A continuous improvement document sponsored by the Wisconsin School Counselor Association

PRINCIPAL'S COMMENTS

Kettle Moraine High School (KMHS) is fortunate to have such a dedicated and supportive School Counseling Program (SCP) that has made a positive impact on all of our students. Through individual student meetings, collaboration with staff to develop a school Advisory program, creation of Academic and Career Planning (ACP) lessons, connections with local businesses, and other opportunities, the KM SCP works each day to help students become college and career ready.

As an example of our SCP's impact, through targeted support strategies and working with student support teams, the SCP was able to successfully reach their goal by having 66.67% less seniors who did not graduate with their cohort. With successful student interventions and strategies, more students were able to successfully graduate and become a positive impact on our society through college attendance and/or successful employment in our community.

The KMHS SCP also has looked to successfully reduce the number of student course failures from 9th grade to 10th grade. After identifying students who faced academic struggles during their 9th grade year, the SCP was able to institute interventions and targeted growth goals to help students achieve more academic success during their 10th grade year. From this work, 68.8% of targeted students were able to successfully improve their academic standing during their 10th grade year.

I endorse the KMHS SCP. The work that they have successfully completed has already had a positive affect on our students and community. I am excited for our team to begin working towards achieving the lofty goals that they have for our future. With nearly 1,000 students, our SCP has successfully helped all students become better academically, socially, and emotionally. Their work is a valuable component to our students as they go on to make a positive impact on our society upon graduation from KMHS.

SCHOOL CLIMATE AND SAFETY

The School Counseling Program (SCP) is dedicated to creating a team of support for students in order to provide a physically and emotionally safe environment. School Counselors encourage staff to build relationships with students that promote the assets of positive values, a commitment to learning, support and empowerment. Annually, we examine our Program for International Student Assessment (PISA) data, which assesses student perception of satisfaction with school climate indicators such as teaching relationships and discipline. In 2015-2016, 81.3% of students reported a favorable perception of their relationships with the teaching staff on the survey. Consequently, the SCP encouraged teacher engagement in positive student relationships through creating time for mentoring conversations within the Academic and Career Planning (ACP) advisory period each week. Additionally, School Counselors guided teachers with professional development activities by providing examples of positive communication and leading a book study on "Fostering Resilient Learners" that included activities on building student relationships. Lastly, the SCP intentionally invited teacher advisors to accompany students and parents in the 11th grade ACP conferences. Teachers were also encouraged to make positive parent contact throughout the school year. Over the last two years, the percentage of favorable responses from students reporting positive relationships with staff increased from 81.2% to 94.7%, since the initial measurement of 81.3% (Chart 1).

The SCP annually implements programs that support positive student mental health. Research indicates that when students engage in Social Emotional Learning (SEL) and supports, it can positively affect their academic outcomes and life. In collaboration with the 9th grade health classes and the local National Alliance on Mental Illness (NAMI), the SCP coordinated the "Ending the Silence" program during the 17-18 school year. The learning outcomes for the presentation included understanding components of positive mental health, understanding the warning signs of mental health concerns and feeling confident in appropriate action steps that students should take if they or a friend are in need of mental health supports. Prior to the presentation, students were assessed for their prior knowledge of mental health and appropriate responses to concerns. Following the learning session, there was an increase of student-confidence for the supportive action steps to take, with 94% of students responding "Agree" or "Strongly Agree" that they know how to help themselves or a friend if they noticed any warning signs of a mental health concern. This confidence contributes to a positive school climate where students are able to build understanding and empathy for each other along with providing the necessary support for peers. (Chart 2).

CHART 1

FAVORABLE RESPONSES TO PERCEPTION OF POSITIVE RELATIONSHIP TO STAFF

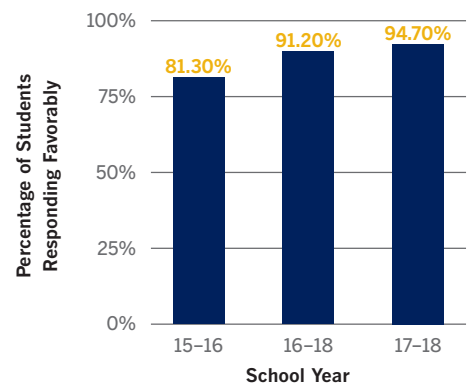
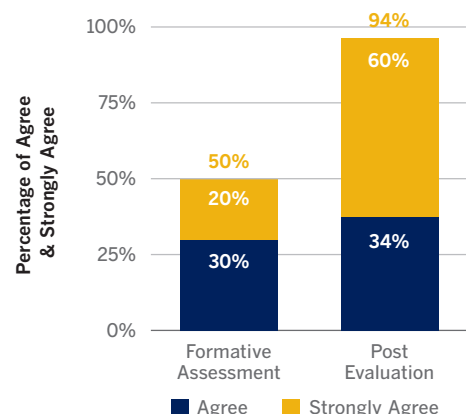


CHART 2

STUDENT CONFIDENCE IN RESPONSE TO SELF OR FRIEND SHOWING WARNING SIGNS OF MENTAL HEALTH CONCERN



Percentage of Positive Responses to Confidence in knowing how to help self or a friend

STUDENT RESULTS

Academic: ASCA: M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes B-LS 3. Use time-management, organizational and study skills WCSCM: B.12.2.1 Demonstrate the ability to establish challenging academic goals in high school 9th grade is a critical time for student transition that can determine future high school success and likelihood of graduation. During the 17-18 school year, ninth grade students with one or more failing grades were identified for closing-the-gap interventions. A total of sixteen students met this criteria. School Counselors evaluated each student's specific academic growth needs and provided the necessary supports for students to achieve at their highest level and stay on pace for graduation. Throughout the school year, School Counselors met with students in small groups and individually checked-in with students to focus on goal setting, organization, and study skill supports. Counselors orchestrated communication with the student's support team including parents, teachers, advisors and off-campus providers for progress monitoring of academic interventions based upon the targeted needs of the student. As a result of these targeted actions, 11 out of the 16 students, 68.8%, made academic gains throughout the 17-18 year by decreasing the number of F's they had from the previous year, as represented in (Chart 3).

Career Development: ASCA: B-LS 7. Identify long- and short-term academic, career and social/ emotional goals WCSCM: H.8.1.5 Develop an individual learning plan to enhance educational achievement and attain career goals

School Counselors facilitate 11th grade individual Academic and Career Planning (ACP) conferences with students, parents and learning coach/advisors in the student's junior year. The outcomes include the monitoring of academic progress towards graduation and preparation for postsecondary transition. Students review their ACP portfolio and create an action plan encompassing the educational experiences needed to achieve their career goals. School Counselors aim for 100% participation of students and parents by actively communicating the relevance of the conference. Results from the past two years show an increase in the completion of individual action plans for ACP portfolio submission (Chart 4).

Social/Emotional: ASCA: M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being B-SMS 9. Demonstrate personal safety skills WCSCM: F.12.1.1 Differentiate between situations that require peer support, adult support, or professional help F.12.1.2 Develop and use positive coping skills to manage significant life events. As members of the school Problem Solving Team (PST), School Counselors work in collaboration with other team members to identify students in-need of tier 2 interventions for targeted behavior concerns that can be barriers to academic success. SBIRT (Screening Brief Intervention Referral to Treatment) is utilized as an evidence-based intervention strategy to assist students with the development of life skills to manage their emotions, behaviors and stress. School Counselors met with students individually over a 6-week period to engage in Motivational Interviewing and Stage of Change strategies. Students assessed the frequency of their targeted negative behavior at the beginning of the process. Then, they created goals and action plans to promote healthy decision making and personal safety. Upon completion of the brief intervention, students report the tracking of their targeted behavior for frequency and change. During the 17-18 school year, 83.3% of identified students that engaged in the SBIRT intervention showed a reduction in their targeted behaviors throughout the six-week period (Chart 5).

SCHOOL COUNSELING PROGRAM GOALS

The Kettle Moraine School Counseling program utilizes data annually as a guide to inform our practice of creating supports for students and to demonstrate effective impact of our program in the areas of student achievement, behavior and attendance.

PROGRAM GOAL #1: By the end of the 18-19 school year, the percentage of 12th grade students earning transcripted credit or Advanced Placement (AP) credit will increase by 5%.

EXPLANATION OF GOAL: The percentage of students earning AP and transcripted credit has shown stagnation or a slight decrease in the past year. As School Counselors, we know the importance of students earning postsecondary credit while in high school, as it leads to greater preparation and retention in higher education programs.

ACTION PLAN: School Counselors work to communicate the importance of engaging in rigorous coursework and its connection to higher education success and retention to students and parents through Academic and Career Planning (ACP) conferences with 11th graders, inviting students to engage in personalized discussions about their academic goals and postsecondary aspirations. The SCP hosts an annual course fair that connects students directly to AP teachers and postsecondary partners. Additionally, the SCP leads student seminars that help students understand how their rigorous course selections and postsecondary credit attainment can support their desired educational pathway. (Chart 6).

PROGRAM GOAL #2: By the end of the 18-19 school year, the number of 12th grade students not graduating with their cohort will decrease by at least 50% from the previous year.

EXPLANATION OF GOAL: Future student success is highly correlated to educational outcomes. By increasing our graduation rate, we will subsequently decrease our dropout rate and increase the skills and preparation that students need to be successful for transition to employment, training and postsecondary programming. In order to close the gap of students at-risk of not graduating, School Counselors used weekly grade reports, midterm progress reports, credit reports and senior action plans to determine if students were at-risk of not graduating with their cohort.

ACTION PLAN: Throughout the school year, School Counselors will determine targeted support strategies, alternative education programming for non-traditional student needs, college and career preparation and behavioral supports for students at-risk of not graduating. School Counselors monitor student progress through check in's, consulting with individual teachers and advisors, parent contacts, progress reports, and coordinated the student's support team. As represented in Chart 7, the number of 9 non-graduates in 2017 was reduced to 3 non-graduates in 2018. To continue this trend, our goal for the 18-19 year is to reduce that number by another 50% to no more than 1 non-graduate.

CHART 3

PERCENTAGE OF TARGETED STUDENTS MAKING ACADEMIC GAINS

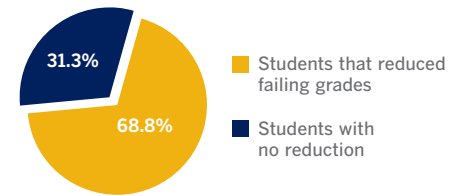


CHART 4

11TH GRADE INDIVIDUAL CONFERENCE ACTION PLANS

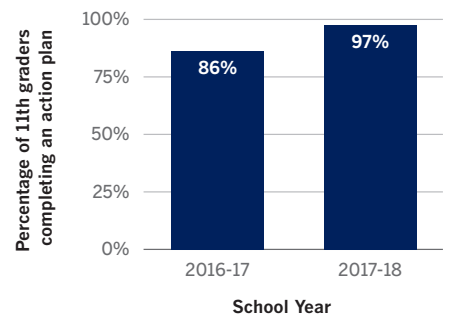


CHART 5

PERCENTAGE OF STUDENTS WHO REPORTED TARGETED BEHAVIOR REDUCTIONS

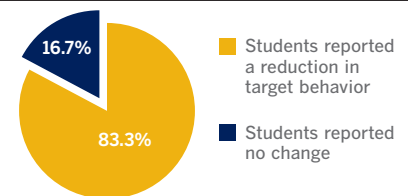


CHART 6

12TH GRADE STUDENTS EARNING TRANSCRIPTED CREDIT OR AP CREDIT

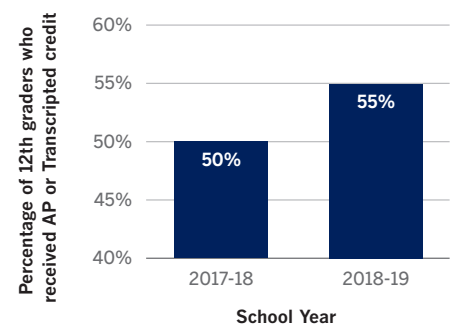


CHART 7

NUMBER OF NON-GRADUATING STUDENTS

