



Eisenhower Middle/High School
 4333 S. Sunnyslope Road, New Berlin, WI 53151
 (262) 789-6300
www.nbexcellence.org/schools/eisenhower/
 1,139 Students, Grades 7-12
 Principal: Matthew Buckley
 Counselors: Jesse Annoye, Kathy Lohse, Emily Mees
 School Counseling Intern: Lauren Eierman

2018 Wisconsin School Counseling Program Accountability Report

A continuous improvement document sponsored by the Wisconsin School Counselor Association

Principal's Comments

The New Berlin Eisenhower School Counseling Program (NBESCP) is devoted to providing the best evidence-based practices for our students in support of their academic, personal/social, and college and career readiness goals as outlined in the domains of the Comprehensive School Counseling Model. As the principal of New Berlin Eisenhower, I, along with our assistant principals, am confident in saying that the WSCPAR has had a positive impact on the NBESCP, and subsequently, our students. This past school year our counselors and administration were able to meet weekly to discuss and implement our shared program goals while coordinating plans and supports for students. Our counselors addressed the needs of our community by creating, refining, and leading our Advisory curriculum, which served to deliver our Academic and Career Planning (ACP) and College and Career Readiness (CCR) instruction. By refining and implementing our Advisory lessons, our counselors supported our school goal for increasing the number of CCR graduates. At year's end, 85% of the Class of 2018 had met the district's readiness criteria.

Additionally, our school counselors also reviewed data and organized ACT readiness workshops for those students who fell short of ACT Readiness Benchmark scores on the ACT practice test. As a result of their coordination and diligent work, our counselors saw an increase of 43.1% of students who previously were not at an ACT Readiness Benchmark. This helped the school achieve an average of 24.9, one of the highest overall composite scores on the ACT in school history. We continue to work on being proactive to support students who demonstrate that they are not ACT Benchmark Ready.

School Climate / Safety

The New Berlin Eisenhower School Counseling Program collaborates with administration and staff to create a safe and positive learning environment.

GOAL #1

School counselors utilized the Teen Compass curriculum to promote the importance of building healthy relationships, organization, and resiliency skills. During Advisory, all 9th grade students participated in a series of activities and reflections on building relationships. Students were given a pre- and post-survey to determine if they have a special connection with an adult in the building and were involved in co-curricular activities. Counselors met with students who reported that they did not feel connected to an adult in the building. Counselors discussed ways to get involved in co-curricular activities based on the students' personal interests. Of the students who originally reported not feeling connected, 29 completed the post survey. **Chart 1** illustrates the difference in the number of students who reported not feeling connected from the pre- and post-survey. The results of the post-survey showed a decrease in the number of students feeling not connected by 41.3%.

GOAL #2

Students in the School District of New Berlin receive grades that reflect their knowledge, skills, and dispositions. Students receive disposition grades to measure behaviors that are essential to overall student success and positive school climate. Students receive marks from 1 (low) to 4 (high) on the different disposition standards for each of their classes. Counselors met with 40 8th graders who received 1s or 2s in the categories of self-management and social behavior on their first-semester report cards. Counselors met with these students through an individual 8th grade planning conference to set goals for improving behavior. Of the 40 students, 33 of them (82.5%) showed an increase in their self-management and social behavior disposition grades by the end of the 3rd quarter. **Chart 2** illustrates the decrease in students scoring 1s or 2s on self-management and social behavior after the 8th grade planning conference.

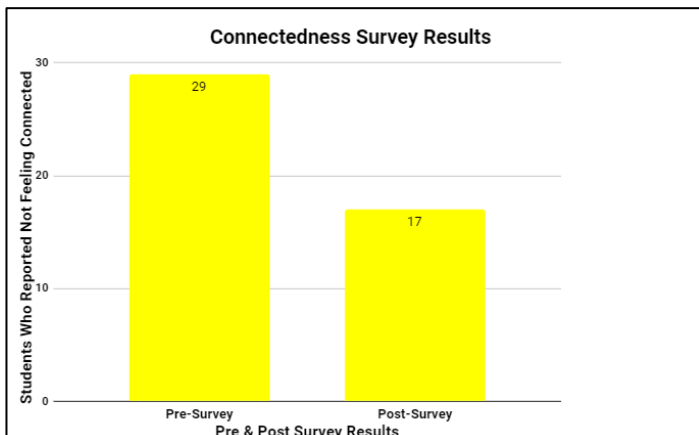


Chart 1

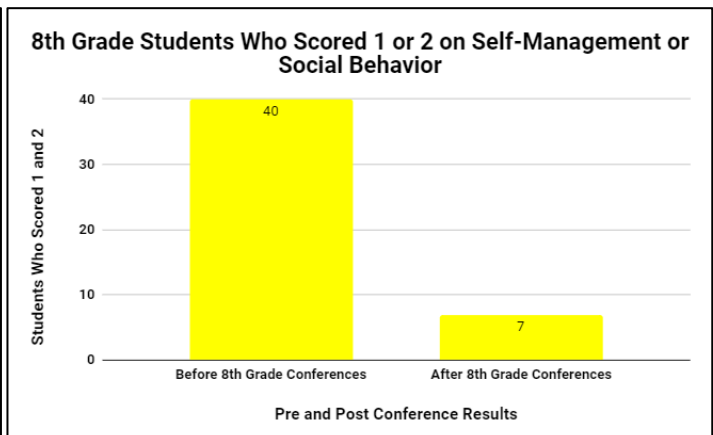


Chart 2

Student Results

Academic Development: ASCA: M.5 Belief in using abilities to their fullest to achieve high-quality results and outcomes. B-LS.3 Use time-management. WCSCM: B.1 Apply the skills necessary to improve learning and make successful academic transitions. B.2. Apply knowledge in establishing and achieving academic goals.

School counselors developed an ACT strategy workshop to target juniors who scored 1 to 4 points below ACT readiness (composite 23) on the practice ACT given in September. There were 58 students who participated in the ACT strategy workshop. Topics included test-taking strategies, mental focus and endurance, test preparation, and additional resources. During Advisory, students analyzed their practice ACT results and set appropriate goals for growth on the ACT. The results of the ACT in February as compared to the practice ACT reflected a 43.1% increase in the college and career readiness benchmark attainment among students who attended the workshop. **Chart 3** illustrates that 25 out of 58 students met the ACT College Readiness Benchmark after participation in the ACT workshop.

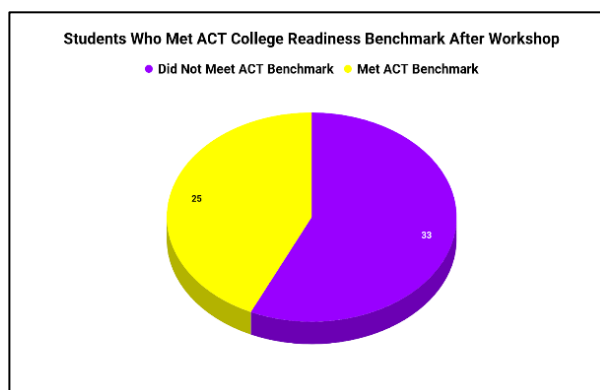


Chart 3

Career Development: ASCA B-LS 7 Identify long and short-term academic, career, and social/emotional goals. M.4 Understanding that post-secondary education and life-long learning are necessary for long-term career success. WCSCM H.2 Participate in ongoing, life-long learning experiences to adapt to and excel in a diverse and changing economy.

Students had the opportunity to participate in a Careers-in-Action Tour to learn more about career opportunities in Southeastern Wisconsin. As part of the tour, students visited local companies and colleges to learn more about career pathways. The goals of these tours were to help students:

- Gain an understanding of the working environment related to a specific industry.
- Understand the careers available within a specific industry, and how they are interrelated.
- Connect the knowledge, skills, and dispositions necessary for success in careers within a specific industry.
- Connect their high school and post-high school education to careers in specific industry.

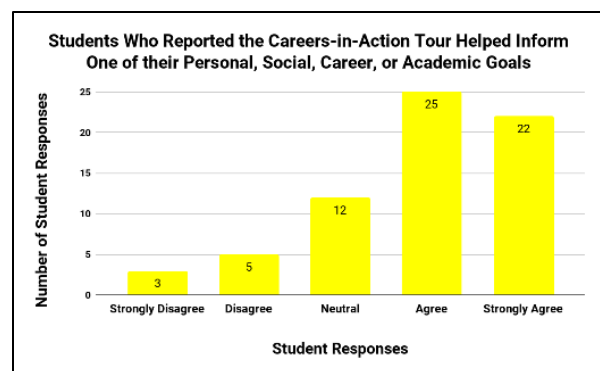


Chart 4

Students completed a survey at the end of the industry tour to reflect on how it impacted them. Just over 64% of students reported that they either strongly agreed or agreed that the tour helped inform one of their personal, social, career, or academic goals. **Chart 4** illustrates the number of students who reported that the Careers-in-Action Tour positively impacted their personal, social, career, or academic goals.

Social/Emotional: ASCA M 3. Sense of belonging in the school environment. B-SS 3. Create positive relationships with adults that support success.

School counselors play an important role in fostering positive social and emotional development. In 2017, 77.15% of students reported in the ACP (Academic and Career Planning) survey that they felt there were adults available in the school if they needed help dealing with social and emotional issues. Counselors implemented a variety of interventions to help students identify resources in the building including a school resource session during middle school camp, the Teen Compass curriculum, and individualized planning meetings and check-ins. In 2018, students were given the same survey and 81.06% reported that they felt there are adults available in the school if they needed help dealing with social and emotional issues. **Chart 5** illustrates a 5% increase of students who are able to identify a trusted adult in the building.

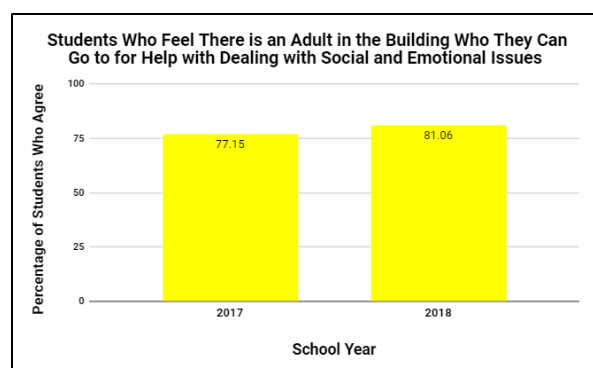


Chart 5

School Counseling Program Goals

Program Goal 1: By the end of the 2018-2019 school year, 87% of seniors will meet the criteria necessary to be a College and Career Ready Graduate.

Explanation of Goal: The School District of New Berlin is committed to helping students achieve college and career readiness (CCR) while implementing ASCA and WCSCM standards. Students are evaluated on the basis of academic-, career-, and life-ready indicators. Students who meet the benchmarks are classified as either a CCR graduate or a distinguished CCR graduate. Through Advisory curriculum and individual planning conferences, counselors will support students in achieving college and career readiness. **Chart 6** illustrates the percentage of CCR graduates from 2015-2018 and the anticipated goal in 2019.

Program Goal 2: By the end of the 2018-2019 school year, 85% of new high school students will participate in one or more co-curricular activity.

Explanation of Goal: Each year, New Berlin Eisenhower has approximately 50 transfer students. The school counselors are offering an orientation series for new high school students to increase their connectedness and awareness of resources (i.e. co-curricular activities, technology, academic resources). Individualized meetings began the first week of school and will continue on a quarterly basis. The goal is to ensure that students have a smooth transition to our building and feel connected to the school community. **Chart 7** illustrates the anticipated increase in the percentage of high school transfer students participating in co-curriculars.

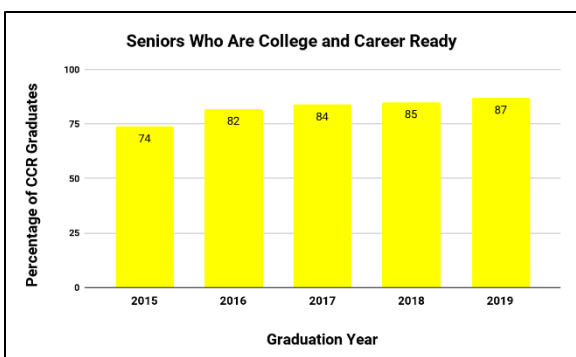


Chart 6

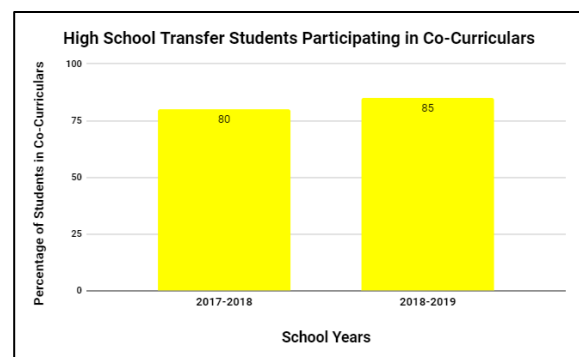


Chart 7