

Hartford Union High School

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School Information: Enrollment: 1325 | Grades: 9-12

Student Groups: 13% Students with Disabilities | 20.6% Economically Disadvantaged | 0.9% English Learners

Race/Ethnicity: 0.1% American Indian or Alaskan Native | 0.7% Asian | 1.1% Black or African American | 7.5% Hispanic/Latino | 87.8% White

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2018-2019 STUDENT RESULTS REPORT

Graduation Rates of At-Risk Seniors

Establish a program separate from the state GED Option #2 program for credit deficient seniors who are ineligible for GED02 to have access to alternative programming to meet graduation requirements with their cohort.

ASCA Model Domain: Academic

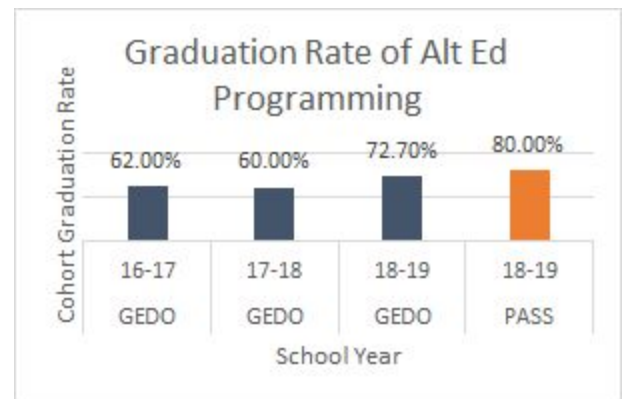
Mindsets & Behaviors Standard: M2: Self confidence and ability to succeed. B-SMS5: Demonstrate perseverance to achieve long- and short-term goals.

Student Need: There was a population of juniors who were credit deficient but did not meet the reading level expectation for the state GED Option #2 program. School counselors wanted to give these students a pathway to graduation that met their academic needs through Individual Learning Plans and supported their post secondary plans while still maintaining high academic standards.

Action Plan: Counselors targeted students who had earned 15.5 credits or fewer by the end of their junior year and whose reading level was below ninth grade as indicated by multiple data points (STAR, Lexile, ACT score), as these students would not be able to meet graduation requirements within the traditional high school schedule or the current alternative program. This program would allow students the opportunity to earn their diploma by utilizing online learning to show mastery of core academic subjects. Students are required to either hold a job, volunteer, or take elective course work to supplement their online learning. In addition, students would demonstrate proficiency of various life skills, complete a service project, and explore post-secondary opportunities through college visits, job shadows, and local business tours.

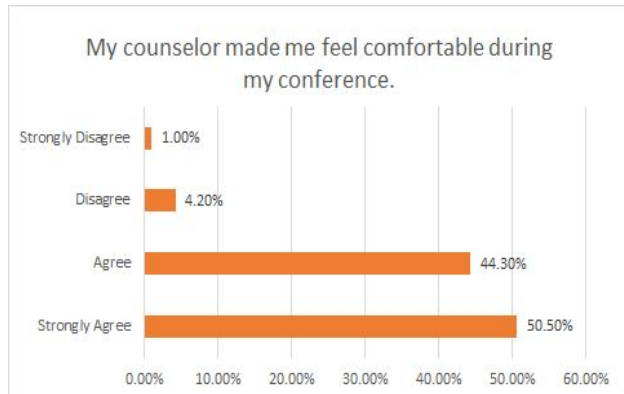
Participation (Process) Data: Thirty-three juniors were credit deficient. Of those 33 juniors, 18 were eligible for the already established GED Option #2 program. The other 15 students were enrolled in the newly created Oriole PASS program. The program met every day of the school year for three hours. As a result of the program, 80% of the participants graduated with their cohort who otherwise would not have had the opportunity to graduate within four years.

School Counselor Role: School counselors identified students eligible for this program by utilizing credits earned and reading benchmarks. Once students were identified, school counselors hosted individual meetings with the student, parents, and program teacher. Graduation pathways were discussed to determine the best option for the student. Counselors also discussed past barriers to success and created Individual Learning Plans for students.



Freshmen Conferences

Counselors meet one on one with every freshman student in the fall of the new school year to discuss the transition to high school and academic and career planning.



ASCA Model Domain: Academic, Social/Emotional, Career

Mindsets & Behaviors Standard: M3: Sense of belonging in the school community. B-SS 3: Create relationships with adults that support success.

Student Need: As a union high school, the freshmen class comes from over seven different districts, some of which have no school counselor. To help students transition to a large high school and understand the role a counselor can play in supporting them throughout their high school career, counselors meet with every freshman student.

Action Plan: Research supports that students have a smoother transition to high school when they have at least one supportive adult in the building (Easton, Johnson, & Sartain, 2017). School counselors met individually with 100% of the freshmen class.

Participation (Process) Data: 333 freshmen students met individually with their counselor for one 45 minute class period in the months of October and November. Students were surveyed after their conference about their comfort level during the meeting.

School Counselor Role: School counselors facilitated conversation and reflection on the transition from middle to high school, executive functioning skills, personal background, strengths, interests, and academic and career planning.

Youth Apprenticeship Program

Connect students to jobs within their interested career cluster while in high school to give an opportunity to explore the job outside of the high school building.

ASCA Model Domain: Career

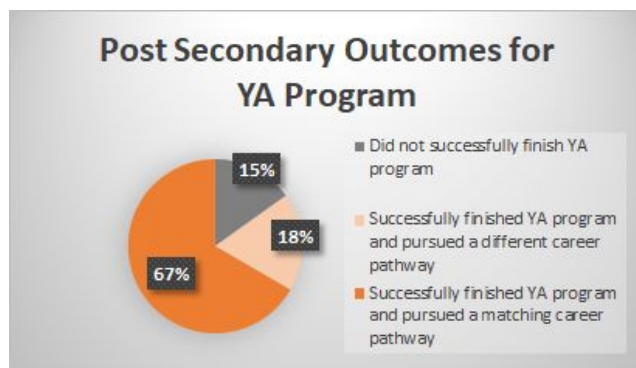
Mindsets & Behaviors Standard: M6: Positive attitude toward work and learning. B-LS 4: Apply self-motivation and self direction to learning.

Student Need: The labor market in our community is relying heavily on future graduates to fill open positions. Students have opportunities to learn high demand job skills while still in high school. Participating in Youth Apprenticeship (YA) can help students clarify their objectives and gain an edge in the job market.

Action Plan: Identify students who are interested in learning job skills while in high school through career exploration activities in Homeroom, Junior Conference, and Focus on Careers course. Once students are identified, students have a meeting with the YA coordinator to match them with a job placement that will enhance their skills.

Participation (Process) Data: Thirty-three seniors enrolled in the year long Youth Apprenticeship program in the 2018-19 school year. Of those students, 22 seniors successfully finished the YA program and pursued a career pathway that matched their YA experience after graduation. Six seniors successfully completed the YA program and pursued a different career pathway after graduation; five students did not successfully complete the YA program.

School Counselor Role: Through academic and career planning activities, counselors were able to identify students with career goals aligned with community job market demands. Counselors shared YA as one pathway to achieving career goals and connecting students with youth apprenticeship opportunities.



2019-2020 STUDENT PROGRAM GOALS

Student Program Goal #1

By the end of the school year, the number of take-a-break interventions used by students will decrease by 10% from 767 incidents to 690.

Student Program Goal #2

By the end of the school year, the number of ninth grade students earning a failing grade in any class will decrease by 4% from 17.9% to 13.9%.