

Appleton West High School

www.appletonwest.org

Greg Hartjes, Principal

610 N. Badger Avenue

Appleton, WI 54914



2016 Wisconsin School Counseling Program Accountability

School Counselors: Leah McEldey, Jon Meidam, Josh Puls, Sandra Wagner

Grades 9-12

Comprehensive

Setting: Urban

Enrollment: 1360

Principal's Comments

As the principal of Appleton West High School since 2006, I have had the privilege of working closely with the schools counseling department in efforts to provide the best possible learning environment for our students. The positive impact of West High School's counseling department on the school's learning environment is clearly evident, specifically in the areas of Academic Development, Personal/Social Development, and Career Development.

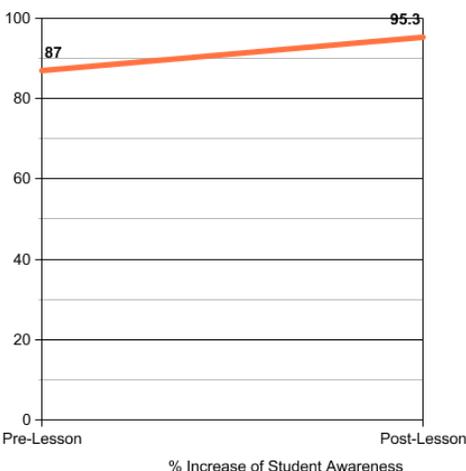
An example of this impact is the departments focused efforts aimed at academic success for our struggling students. West's counseling department, along with other key members of the school community, is part of West's Response to Intervention system. Their role in this system is to provide timely interventions for struggling students, resulting in increased academic success. There are also many ways that the counseling staff supports the personal/social development of students. One specific example of this support is the mental health lessons that counselors provide within the school's 9th grade Health curriculum. The purpose of these lessons is to teach students how to recognize and identify the signs/symptoms of depression and suicide.

West counselors also play a vital role in enhancing career development opportunities for our students. For example, the counseling department works with students in their Personal Financial Management class to develop a professional resume. Students learn the mechanics of resume writing and the benefits of having a well-organized resume. These are just a few examples of the many ways the West High School counseling department is helping to ensure that our students have the best opportunities possible for success, both now and in later life.

School Climate and Culture

Appleton West Counseling Department collaborated with Health Education teachers to present classroom lessons on services available to students needing support in the areas of mental health, personal-social, academic, post secondary; ensuring that students feel safer in school.

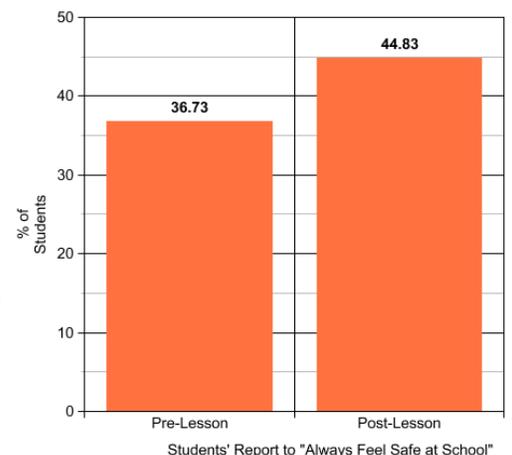
Chart B Understanding of Word Choice and Impact on Culture



Base line data indicates that 36.73% of students reported that they, "Always feeling safe at school." Following our lesson, data reports indicate an increase and 44.83% of students reported, "Always feeling safe at school." Refer to **Chart A**.

In additional Health Education lessons focused on "Improving Mental Wellness", students reported an increased understanding of how their own words and actions impact others emotional wellbeing. Pre and post lesson assessments showed an increase of 8.3%. Refer to **Chart B**.

Chart A Student Self-Report of School Safety



Student Results

Academic Development

WSCSM Content Standards: A.1 - Demonstrate an understanding of and responsibility for self as a learner and A.3 - Demonstrate responsibility for achieving school success; C.1 - Understand how to relate school to life experiences.

School Counseling Department Staff collaborated with Cultural Support Specialist Personnel to run African American Boys' and Girls' Clubs, and Man -Talk Group. Course failure rates for African-American Students fell from 15.8% in 2014-15 to 9.9% in 2015-16.

Personal/Social Development

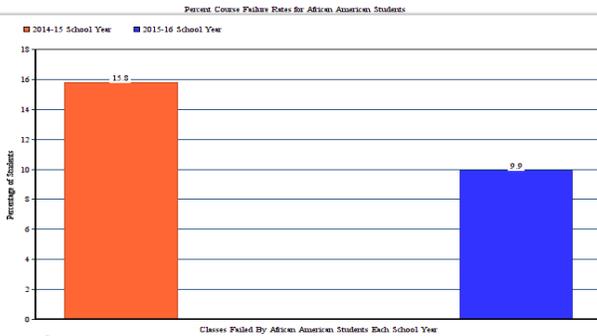


Chart 2

WSCSM Core Performance Standard 2: Acquire and demonstrate acceptable interpersonal skills as it relates to understanding oneself and others. School Counselors delivered a two day mental health promotion and awareness classroom lesson in Health Education Classes. Students were taught to recognize signs of suicide in adolescents. Pre-lesson survey results indicated that 87% of the students strongly agreed or agreed that they could confidently identify at least 5 signs of suicide. In Post lesson results the percentage increased to 99%.

Career Development

WSCSM Content Standard 1.5: Access and use current and accurate career information in career planning.

An Appleton West School Counselor classroom lesson was made in the fall with ATECH senior ELA students regarding how to apply to post high school options. Prior to the lesson, zero percent of the students felt confident in knowing the steps needed to get into post high school options. Post lesson results showed that 50% of the students felt confident knowing the steps towards applying to Post-Secondary options. See **Chart 3**.

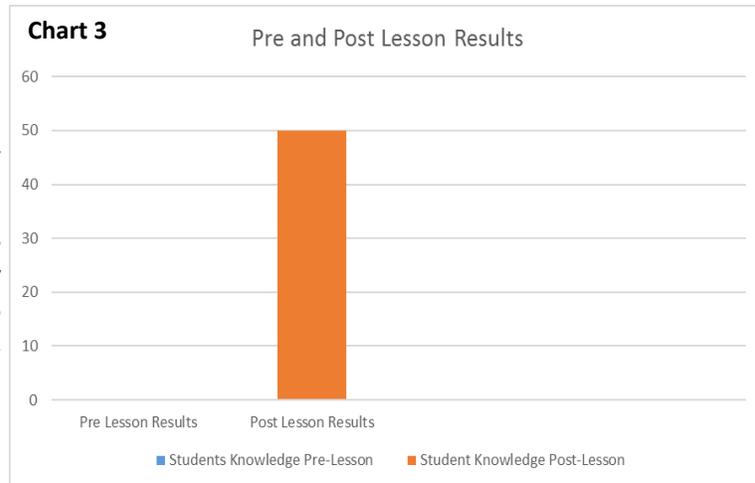
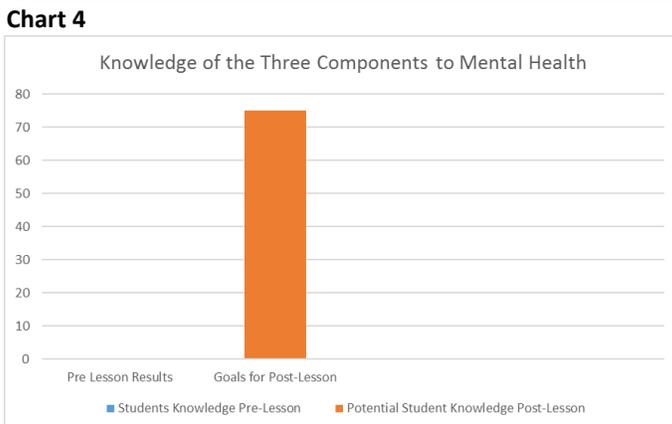


Chart 3

Program Goals



After reviewing our data from the 2015-2016 school year, our Counseling Department saw a need for defining and having a clear understanding of Mental Health, Depression, Coping Skills, and Warning Signs of Suicide. This data propelled our Department to make changes in our Health Classroom Lessons, expanding to three full days to teach Coping Skills, and having students clearly define Depression as, "a mental health illness that impedes with one's everyday life." Our goals for the 2016-2017 school year is to have at least 75% of students be able to 1. Write the proper definition of Depression (as labeled above), 2. Label at least three Warning Signs for Suicide, and 3. List at least 3 Coping Skills when dealing with stress. Our current data shows that there were zero percent of students who were able to

successfully identify all three of these components of Mental Health illness. See **Chart 4**.

Chart 1

