

Appleton West High School

www.appletonwest.org

Mark McQuade, Principal

610 N. Badger Avenue

Appleton, WI 54914

2017 Wisconsin School Counseling Program Accountability Report

School Counselors | Leah McElderry, Jon Meidam, Josh Puls, Sandra Wagner

Grades 9-12

Comprehensive

Setting: Urban

Enrollment: 1407



Principal's Comments

As the Principal of Appleton West High School, I have had the privilege of working closely with the School 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 department's focused efforts aimed at academic success for our struggling students. West's Counseling Department, along with other key members of the school community, are 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 Education 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 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 Staff co-facilitated *Women of Z* and *Men of Distinction* groups each year with Cultural Liaison Staff. The number of major ODR's for African American students has declined each year for the past three years. **Refer to Chart A.**

Major ODR's By School Year for African American Students

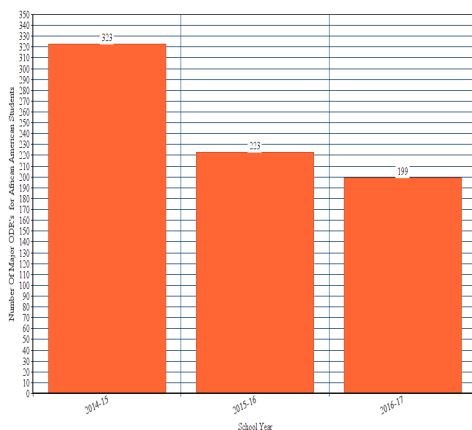


Chart A

For the cohort of students in the class of 2018 who began their junior year at risk of not graduating on time (having earned 11 or fewer credits by the end of their 10th grade school year). School Counselors analyzed credit reports and identified strategies to promote credit completion and recovery, including at-risk programs, online credit recovery, individual check-ins with School Counselors, small groups, and summer school. As a result of this ongoing support, 17 of 42 targeted students are now identified as not at-risk of not graduating in June 2018. **Refer to chart B.**

2018 Cohort Status - At-Risk of Not Graduating

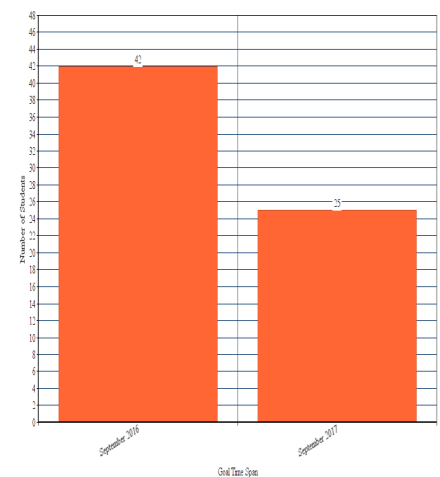


Chart B



Student Results

Academic Development

Academic Development Domain

Content Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to successful learning in school and across the life span.

School Counseling Department Staff led a small group designed to bolster academic success amongst the participants. See **Chart 1**.

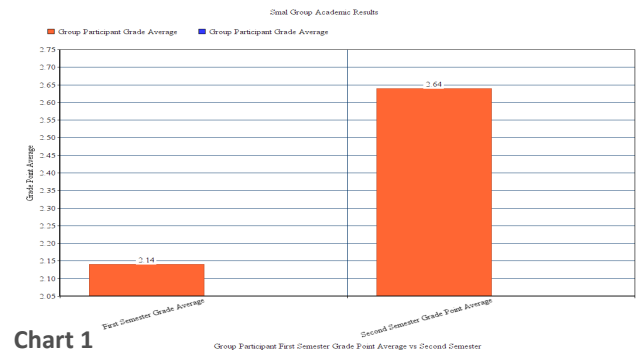


Chart 1

Personal/Social Development

Content Standard D: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self, others and individuals from different cultural backgrounds. Core Performance Standard 1: Acquire and demonstrate self-awareness and self-acceptance as it relates to understanding oneself.

School Counselors taught freshman about developmental assets in Health Education classes. Pre and post test results saw a 97% improvement in number of students who know that developmental assets can be great strengths for them to embrace in terms of developing positive mental health. See **Chart 2**.

Percent of Health Ed Students Knowing About Developmental Assets

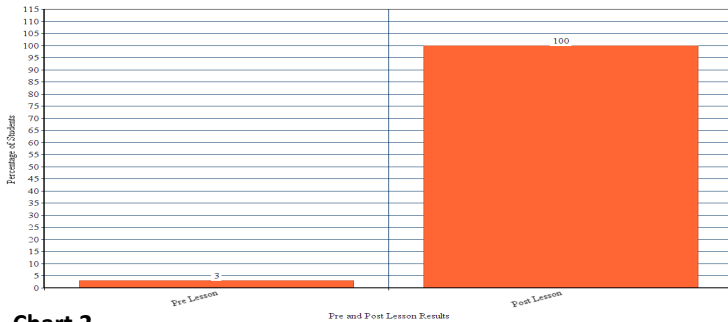


Chart 2

Core Performance Standard 2: Participate in ongoing, life-long learning experiences to adapt to and excel in a diverse and changing economy.

School Counselors collaborate enthusiastically with GPS Education Partners, School Administration, and Parents, and encourage students to consider applying to the GPS two-year apprenticeship program. The number of students who enrolled in the program increased from 9 to 16 from the 2016-17 school year to the 2017-18 school year. That was a 77% increase in enrollment.

See **Chart 3**.

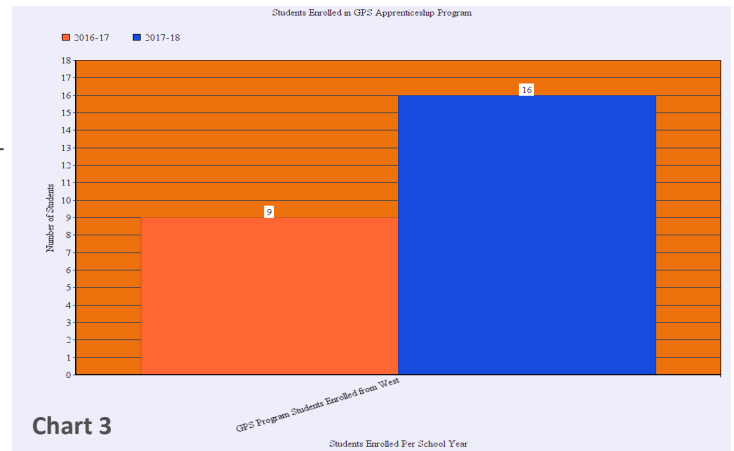


Chart 3



Program Goals

Our first goal is to increase the 2017-18 school year rate of attendance by 10% for a group of five students with daily check in. See **Chart 4**.

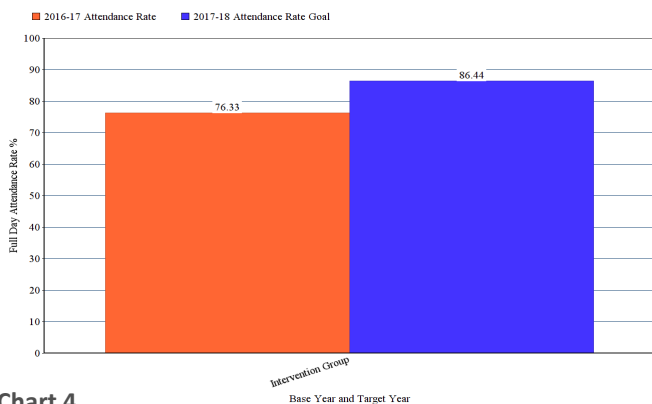


Chart 4

Our second program goal is to increase students' awareness of the Three Components of Mental Health (Defining Depression, identifying three coping skills, and identifying three signs of suicide) from 2016-17 data of 94.1% - Post Survey to 2017-2018 Post-Survey of 98%. See **Chart 5**.

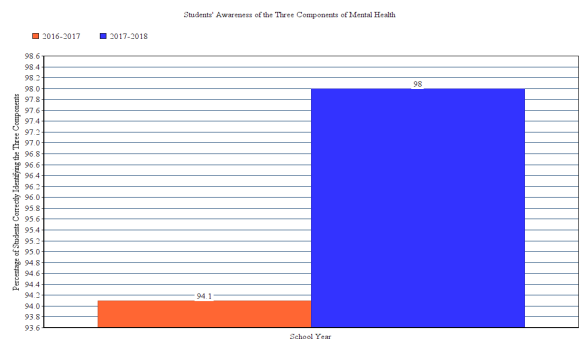


Chart 5