

2014 Wisconsin School Counseling Program Accountability Report
 A Continuous Improvement Document Sponsored by the Wisconsin School Counselor Association

Whitewater High School
 534 South Elizabeth Street
 Whitewater, Wisconsin 53290
 262.472.8113
www.wvusd.org



Doug Parker, Principal
 Anthony Paul, School Counselor
 Pamela Sonmor-Wintz, School Counselor

510 Students in Grades 9-12

Principal's Comments

As principal of Whitewater High School (WHS), I am proud to present our first Wisconsin School Counseling Program Accountability Report (WSPAR). The exceptional work of our school counselors has had a tremendous impact on academic achievement, college & career readiness and personal/social development of our student body. This document highlights some of the outstanding accomplishments and effectiveness of our school counseling staff who work collaboratively with teams of educators to raise student achievement at Whitewater High School.

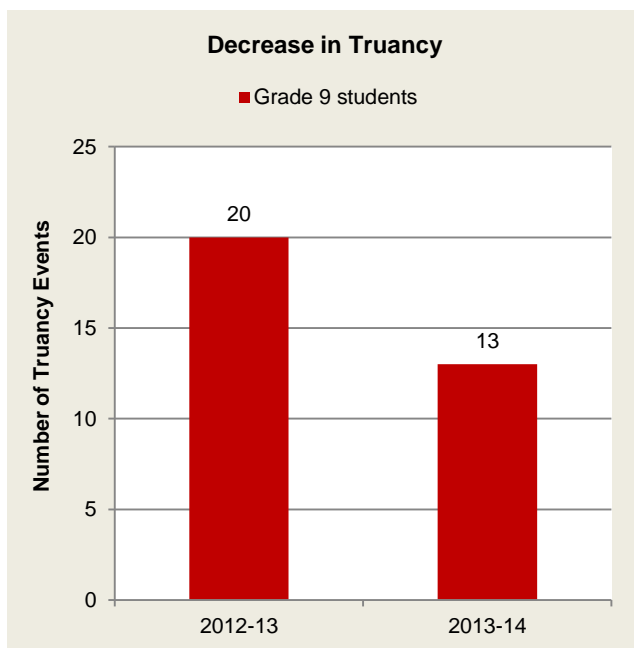
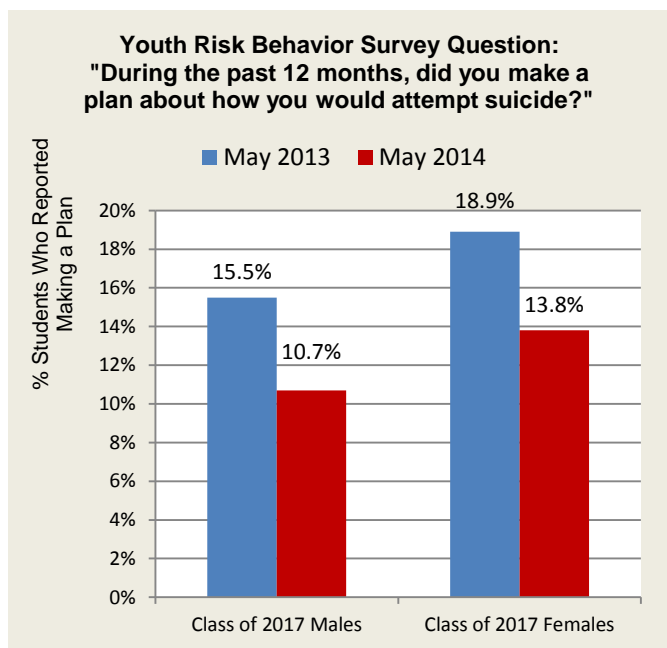
One example of the remarkable influence school counselors have on student achievement can be seen through the steady increase in ACT composite scores over the past four years. Through academic advising and individual planning conferences school counselors promote college & career readiness by encouraging all students to take rigorous core academic coursework in order to prepare for college entrance examinations and careers in the 21st Century. A second example of the extraordinary impact school counselors have had on the student body was witnessed through the development and implementation of our career and academic portfolio program. School Counselors had the vision, ideas, and enthusiasm needed to inspire members of the high school leadership team, administration & school board and make the program a graduation requirement for all students beginning with the class of 2013. The career & academic portfolio program has had a very positive influence on the student body, parents, teachers, community of Whitewater and on educational leaders from many other school districts throughout the state of Wisconsin. As a result of participating in the program, students reported increased motivation to improve their grade point average and we have seen a decrease in the dropout rate and number of failing grades by seniors as a result. Survey data about the program indicated a very enthusiastic response from the parents, teachers and community members who participated in the portfolio presentations. School Counselors have also had a very positive impact on the personal/social development of students at WHS by responding to individual needs as determined through the development of a data driven comprehensive school counseling program. I am very proud of the accomplishments and impact my school counselors have had on the student body at Whitewater High School and support their school counseling accountability report.

School Climate and Safety

Counselors at Whitewater High School play a vital role in helping establish and maintain a safe and positive school climate. School Counselors communicate regularly with the building administrators about issues that could impact the climate at school. During the 2013-2014 school year, the Student Services Department implemented the Signs of Suicide (SOS) Prevention Program for students in grade 9 in response to data received from the Youth Risk Behavior Survey in May 2013 when the students were in 8th grade. School Counselors facilitated large and small group curriculum action plans with the help of teachers and Pupil Services professionals throughout the spring semester to educate 9th grade students about the signs of depression and suicide and how to seek help for themselves or a friend when needed. Individual and small group counseling was implemented for students who asked for help or were referred by a friend for support services during the fourth quarter. Group participants learned healthy ways of coping with sad feelings, how to seek positive solutions for difficult situations and increased confidence in their ability to overcome feelings of helplessness and despair. The result was a decrease in the number of male and female students who reported making a plan to kill themselves (Chart 1). School Counselors also created a mentor program designed to help students in grade 9 develop healthy relationships and make a positive transition to the rigor and expectations in high school. Each 9th grade student was assigned an upper class student who served as a peer mentor throughout the school year. Counselors facilitated numerous relationship building activities which helped students gain a sense of belonging and desire to attend school. The result was a decrease in truancy for 9th grade students (Chart 2).

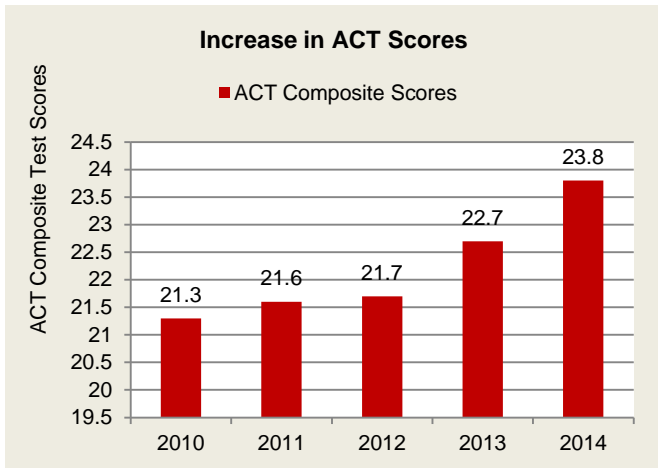
Chart 1

Chart 2

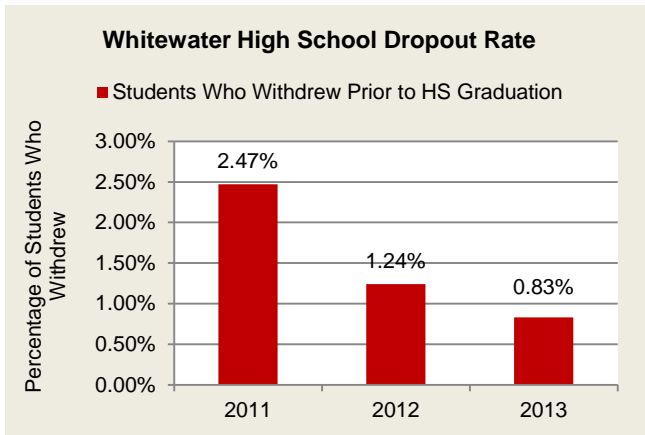


Student Results

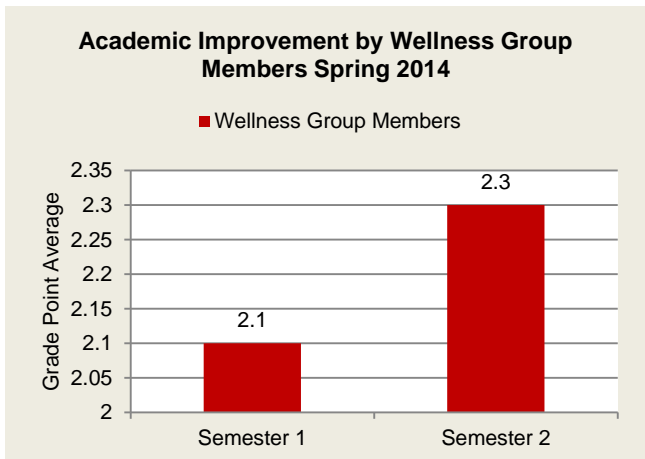
Student achievement and healthy development are the primary goals of the Comprehensive School Counseling Program at Whitewater High School. Standards for student achievement are taken from the American School Counseling Association National Model for School Counseling Programs and from the Wisconsin Comprehensive School Counseling Model. School Counselors work hard to help students achieve at the highest levels in career, academic and personal / social areas.



Academic Achievement: ASCA B2 Plan to achieve goals A: B2.3 Develop and implement an annual plan of study to maximize academic ability and achievement / WCSCM A.3 Demonstrate responsibility for achieving school success A.12.3.1 Demonstrate the ability to be dependable, productive, and take initiative for school success / Counselors at WHS conduct individual planning conferences for every student each year. Students discover the importance of test preparation by creating a rigorous academic plan and ways to improve their study skills. School Counselors help students set meaningful achievement goals which includes the completion of three credits of rigorous math & science courses before taking the American College Testing (ACT) college entrance examination. 59 juniors & seniors participated in a test preparation course and many more attended workshops throughout the year. The result was a steady increase in the ACT composite score for four consecutive years.



Career Development: ASCA B2 Identify Career Goals / C: B2.5 Maintain career planning portfolio / WCSCM H.1 Attain educational achievement & performance levels needed to reach personal & career goals / H.12.1.1 Review & revise an individual learning plan to enhance educational achievement and attain career goals / Counselors at WHS are committed to ensuring that all students are engaged in developing an academic & career plan that will help them accomplish meaningful post-secondary goals. School counselors facilitated the development of a comprehensive portfolio program which motivated students to discover the connection between their interests and career & educational opportunities after graduation. Students gained a sense of purposeful learning and positive view of the future. The result was a decrease in the number of seniors who withdrew before graduation for three consecutive years.



Personal/Social Growth: ASCA B1 Self-Knowledge Application PS: B1.12 Develop an action plan to set and achieve realistic goals / WCSCM F.1 Acquire & demonstrate self-management & responsibility for health promoting behavior / F.12.1.2 Develop & use positive coping skills to manage significant life events / Counselors at WHS facilitated group counseling learning experiences for students in need during the implementation of the Signs of Suicide (SOS) Program in the spring semester 2014. During weekly meetings, two groups of students learned healthy ways of coping with difficult emotions, how to find positive solutions to complex problems and created a self-care plan which included personal, social and academic goals. At the end of nine weeks, the students demonstrated a significant increase in their desire to be happy, motivation to improve their grades, belief in their ability to accomplish their goals, and demonstrated a higher grade point average.

School Counseling Program Goals

School Counselors are committed to providing the highest quality services to the students at Whitewater High School and regularly assess the impact of services from feedback based on data and communication from students, parents, teachers and administrators. The following graphs indicate areas of need which will be addressed during the 2014-2015 school year.

<p>Program Goal One: By the end of the 2014-2015 school year, the percentage of students who report being bullied on school property will decrease by 10%.</p> <p>Explanation of Baseline Closing the Gap Data: Results of the May 2014 Youth Risk Behavior Survey indicated that 25% of students in the 9th grade (32 of 129 students) reported being bullied on school property. (Graph One)</p>	<p style="text-align: center;">Graph One</p> <p style="text-align: center;">9TH GRADE STUDENTS BULLIED ON SCHOOL PROPERTY (2013-14)</p> <div style="text-align: center;"> <p>Bullied 25%</p> <p>Not Bullied 75%</p> </div>
<p>Program Goal Two: By the end of the 2014-2015 school year, the number of credit deficient 9th grade students will decrease by 10%.</p> <p>Explanation of Baseline Closing the Gap Data: At the end of the 2013-2014 school year, 16% of the 9th grade students (21 of 129 students) did not earn at least 6 credits – the benchmark for grade level advancement and are at-risk of not graduating in four years. (Graph Two)</p>	<p style="text-align: center;">Graph Two</p> <p style="text-align: center;">9TH GRADE STUDENTS EARNING LESS THAN SIX CREDITS (2013-14)</p> <div style="text-align: center;"> <p>< 6 Credits 16%</p> <p>≥ 6 Credits 84%</p> </div>