

Crandon High School

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2015 Wisconsin School Counseling Program Accountability Report

A continuous improvement document sponsored by the Wisconsin School Counselor Association

Principal: Andy Space
School Counselor: Jessica Keao

Enrollment: 224
Grades 9-12

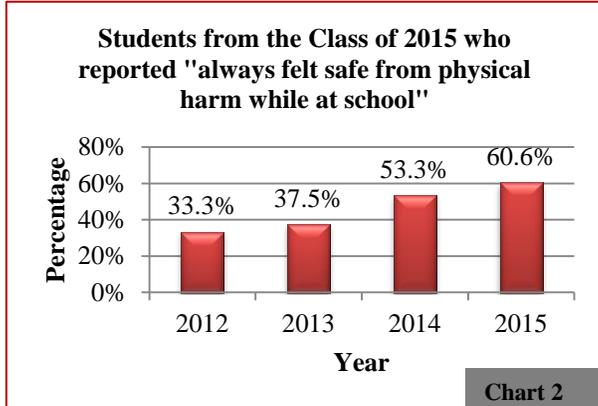
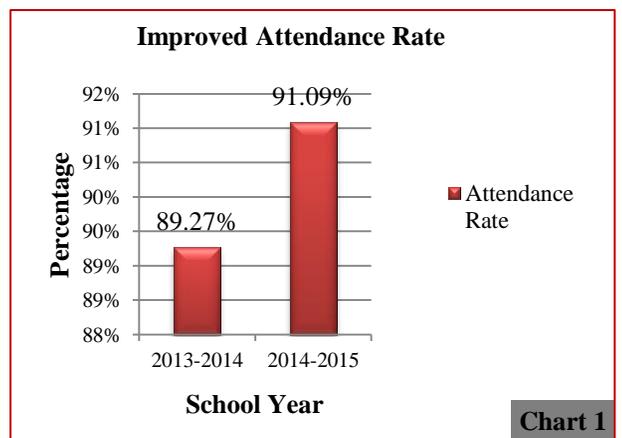
Principal's Comments

Serving as principal for Crandon High School (CHS) for the last five years, I am honored to advocate and support our counseling program. Our counselor positively impacts our students' college and career readiness. The highly trained and skilled counselor has played a vital role in many school leadership positions in our district: co-leader of the Response to Intervention (RTI) universal team; co-leader of the RTI intervention team; coordinator of the summer school program; advisor for student senate; member of the Building Leadership Team (BLT); member of the District Leadership Team (DLT); Advanced Placement (AP) coordinator; and school-to-work coordinator.

The counselor-led initiatives have impacted our students positively and improved school accountability scores. The percentage of students with 0-1 office discipline referrals has improved. In 2013-2014, 78.37% of students had 0-1 office discipline referrals, and in 2014-2015 this improved to 82.01%. Other positive impacts can be seen in the increased number of AP courses offered at CHS, resulting in an increase in the number of students enrolled in AP courses. The counselor was active in offering these courses and promoting these rigorous courses to the students.

School Climate & Safety

The school counselor is an active leader on the RTI (Response to Intervention) universal team. On the RTI Behavioral side, the team started acknowledging positive behaviors with cardinal cash and flex time competitions. Flex time is a 30-minute class period in grades 9-12, with approximately 20 students in each group. Flex time was designed for students to get help with homework and to build relationships with teachers and peers. After looking at the data, the RTI team identified the need to improve attendance rates, so flex time competitions were implemented. During the 2014-2015 school year, there were three different competitions. One aspect of each competition was to acknowledge the highest attendance rate among the groups. Between these group competitions and individual acknowledgements, the school climate has been positively impacted. **Chart 1** indicates the improved attendance rate from the 2013-2014 school year (89.27%) to the 2014-2015 school year (91.09%).



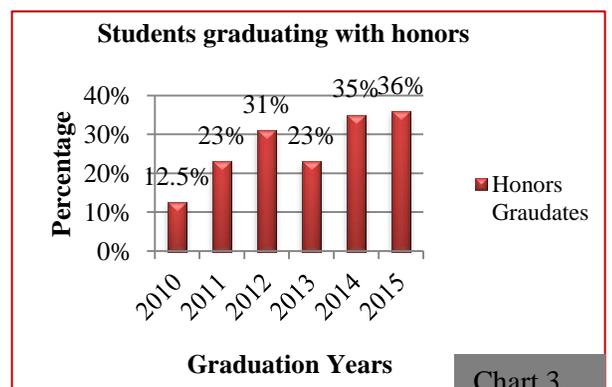
The school counselor administers the Youth Risk Behavior Survey (YRBS) each spring to all students in grades 9-12, which helps evaluate school climate and safety. In 2012, the 9th grade students (Class of 2015) reported that 33.3% of them "always felt safe from physical harm while at school." In an effort to increase this percentage, the counselor, along with other members of the RTI Team, presented to the staff the importance of active supervision: standing in the hallway during passing time, greeting students, and circulating among students in the hallway. **Chart 2** shows that in 2013 the same group of students reported that 37.5% of the students "always felt safe from physical harm while at school." In 2014, this percentage improved to 53.3%, and in 2015 60.6% of the Class of 2015 said they always felt safe from physical harm.

Student Results

Academic

ASCA A:B2: Plan to Achieve Goals. A:B2.4 Apply knowledge of aptitudes and interests to goal setting. WSCSM B.2: Apply knowledge in establishing and achieving academic goals. B.12.2.1: Demonstrate the ability to establish challenging academic goals in high school.

The school counselor at CHS holds Student & Parent Educational/Career (SPEC) Conferences with students in grade 10. All parents of grade 10 students are invited to the SPEC Conferences. If parents do not attend, the counselor meets with students individually. One area of focus during SPEC Conferences is graduation requirements: minimum requirements, honors requirements, National Honor Society requirements, and requirements for colleges in which students are interested. The counselor focuses on the student's postsecondary goals and what the student needs to do to prepare for those goals, as well as emphasize the importance of taking challenging courses to be college and career ready. The counselor also meets with each student in grades 9-12 individually in the spring to discuss the student's schedule for the following school year. At these individual meetings the counselor again addresses the requirements for graduation, honors graduates, college requirements, and the benefits of taking rigorous courses. The individual scheduling meetings and the SPEC Conferences have



proven to be effective in encouraging students to take more challenging courses. Evidence of this is seen in the percentage of students who are graduating with honors. The requirements to graduate with honors are as follows: a 3.0 grade point average (GPA) or higher; four credits in math, science, social studies, and English; and 25 credits or more. **Chart 3** shows that over the past five years, the percentage has climbed. In 2010, 12.5% of the seniors graduated with honors; 23% of the Class of 2011; 31% of the Class of 2012; 23% of the Class of 2013, 35% of the Class of 2014, and 36% of the Class of 2015 graduated with honors.

Personal/Social

ASCA PS:B1 Self-knowledge Application. PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions. WSCSM D.1 Acquire and demonstrate self-awareness and self-acceptance as they relate to understanding oneself. D.12.1.2 Identify and demonstrate resiliency skills related to interpersonal relationships and life events.

Each year all students in grades 9-12 at Crandon High School (CHS) take the YRBS. Students are asked the question, “Do you agree or disagree that harassment and bullying by other students is a problem at your school?” In 2012, 60.4% of the students “agreed/strongly agreed” with this statement. In an effort to combat this large percentage, the staff at CHS displayed posters to inform students about the differences between bullying and peer conflict. During Life Skills lessons, the school counselor addressed the important role of bystanders in taking a stand against bullying. The District Leadership Team (DLT) also held an Anti-Bullying Summit in which students ran booths to inform other students, community members, and parents about bullying. **Chart 4** shows that in 2013 49.4% of students “agreed/strongly agreed”, in 2014 46.6% of the students “agreed/strongly agreed” and in 2015 37.9% of students “agreed/strongly agreed.”

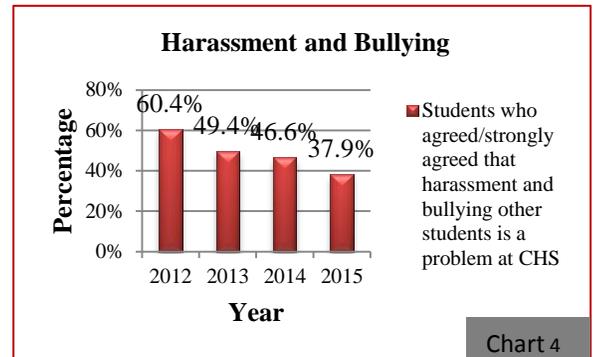


Chart 4

Career

ASCA C.B2 Identify Career Goals. C.B2.1 Demonstrate awareness of the education and training needed to achieve career goals. WSCSM: I.1 Create and manage an educational and career plan that matches career goals. I.12.1.1 Give examples of how individual and/or world of work changes may impact career plans.

The school counselor recognized the need for juniors and seniors to visit the local technical college, Nicolet Area Technical College (NATC), as many local businesses require employees to have a certificate or an Associate’s Degree from a technical college. NATC held a College Visit Day in November of 2014. Interested juniors and seniors were welcome to attend. Twenty-six percent of the junior class attended and 19% of the senior class attended. Prior to attending, students chose a program they would like to see first-hand. While at College Visit Day, students were presented information about financial aid, toured the campus and spent an hour with an instructor within an interested program of study. Pre-test results showed that before attending College Visit Day 69% of the juniors and 80% of seniors knew what program they wanted to study after high school. Post-test results showed that after attending College Visit Day 75% of the juniors and 90% of the seniors knew which program they would like to pursue after high school (See Chart 5).

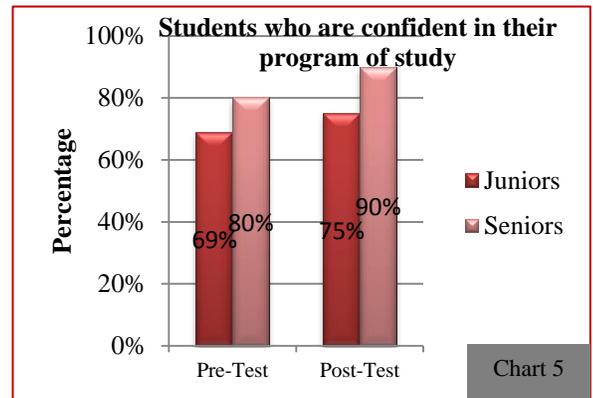


Chart 5

Program Goals

According to the third Friday count data, 69.1% of students at CHS are Caucasian, 23.3% are Native American, 4.7% are multiple races, 1.3% are Hispanic, .8% are Hispanic, .4% are African American, and .4% are Pacific Islander. After reviewing 1st quarter grades from the 2014-2015 school year, it was clear that there was a gap between the percentage of Native American students who failed courses compared to Caucasian students. First semester grades showed that 60% of the students who had at least one failing grade were Native American and 40% were Caucasian. **Chart 6** shows the ethnicity percentages of students at CHS, as well as the percentage of students from each ethnic group who had at least one failing grade at the end of 1st semester. The RfI intervention team is working to improve interventions, such as mentoring and SAIGs (Social Academic Instructional Groups) for struggling students. The goal is to decrease the percentage of Native American students with a failing grade after 1st semester in 2015-2016 to 30% by placing the students who had at least one failing grade in 2014-2015 into a SAIG or with a mentor.

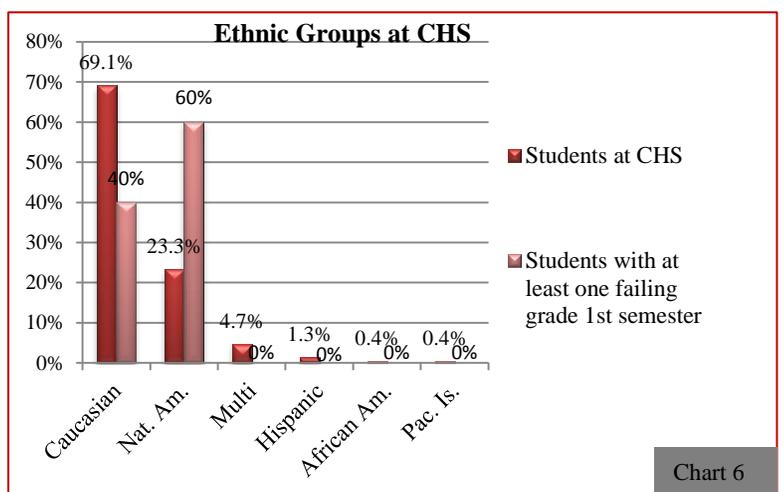


Chart 6

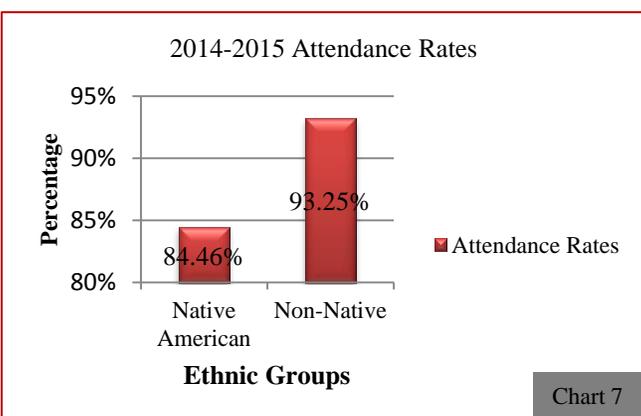


Chart 7

In 2014-2015 there was a gap in attendance rates. The attendance rate for Native American students was 84.46% while the rate for non-Native students was 93.25% (see **Chart 7**). In an effort to improve the attendance rates of Native American students, the counselor and administrators will present the idea of an “Angel List” to the staff. Staff members will make a mark next to all students with whom they have a positive relationship. Students who have zero or one mark by their names will then be on the “Angel List”. Staff members will be responsible for one or more students with whom they will attempt to form a connection beyond simply knowing the student’s name. By having a relationship with a staff member at school, students will feel more connected and want to be at school. The goal is that by June 2016 the attendance rate for Native American students at CHS will be 93%.