

Burlington High School

Eric Burling, Principal
400 McCanna Parkway
Burlington, WI 53105
(262) 763-0200
www.basd.k12.wi.us/bhs



2013 Support Personnel Accountability Report Card for Wisconsin
A continuous improvement document sponsored by the Wisconsin School Counselor Association

Setting: Rural Enrollment: 1213



Principal's Comments

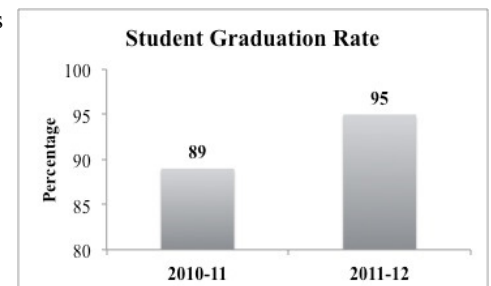
Serving as principal for Burlington High School, I have the opportunity to work with a Student Support Personnel Team (SSPT) that is DRIVEN to produce "College and Career" ready graduates. The professional collaboration within our SSPT, teaching staff, and administration has allowed Burlington High School to begin to see the benefits of our Higher Expectations Portfolio (HEP) implementation. The HEP college and career planning tool that is meshed with our character and career Advisory period curriculum has seen our graduation rate grow from an 89% up to 95%. I feel strongly that by giving the students goals, they then have the ability to understand the importance of a high school diploma. Another sign of continuous improvement within our SSPT was our school's first annual Opportunity Day for all students in grades 9-12. It was amazing to see representatives from the post-high school pathways and career clusters assembled in one gym sharing educational and career opportunities that exist post-high school. In particular, many students were made aware of the dire need for skilled CNC workers in the manufacturing sector.

The high value Burlington High School places on the Comprehensive School Counseling Model and the national standards from the American School Counselors Association (ASCA) has allowed us to develop a culture of career awareness and planning for ALL of our students. I continue to strongly endorse our SSPT as they work to meet the needs of our number one clients, the students of Burlington High School.



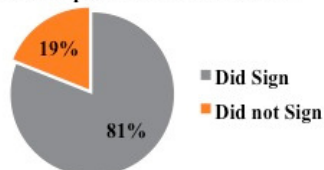
School Climate and Safety

The Student Support Personnel Team (SSPT) recognizes that it plays a vital role in helping establish and maintain a safe and positive school climate and communicates regularly with building administration about issues that could impact the school environment. During the past five years, the school counselors have fully implemented the Comprehensive School Counseling Model. Critical components integrated include Individual Planning Conferences at all four grade levels, as well as development and ongoing review of each student's Individualized Learning Plan, with an emphasis on post-high school planning. In addition, the SSPT utilizes freshmen transition programming, at-risk programming, and 21st Century Skills curriculum to foster student connectedness to school and to solidify the link between high school and future goals. As a result of the full implementation of the Comprehensive School Counseling Model, graduation rates improved from 89% to 95% from the 2010-11 school year to the 2011-12 school year.



Student and Staff Commitment to the No-Hate Pledge:

"I pledge to stand for equality, dignity, human rights, tolerance, and diversity; against hate speech and discrimination."



This past fall, the Counseling Department worked collaboratively with the Drama Department, Black Student Alliance, Student Government, and DRIVEN (peer mentoring/ leadership program) to implement a school-wide prevention initiative on hate violence, bias-related incidents, and discriminatory attitudes. Extended Advisories provided the venue for in-school performances of the One Act Play, *The Laramie Project* (story of Matthew Shepard, a University of Wyoming student who was tortured and left to die because he was gay), viewing and discussion of the documentary, *Bully*, and counseling curriculum on diversity, dignity, and respect for differences delivered by the advisory teachers and representatives from the above-mentioned student groups. Students and staff were asked to sign the following No-Hate Pledge: "I pledge to stand for equality, dignity, human rights, tolerance, and diversity; against hate speech and discrimination." Eighty-one percent of students and staff signed the pledge in response to the initiative. The No-Hate Pledge is displayed in the Commons as an ongoing reminder of the initiative.



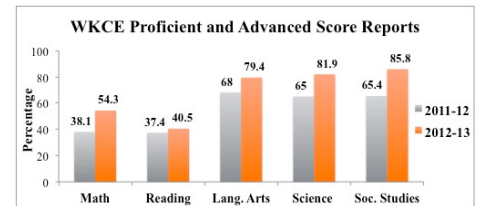
Student Results

BHS considers student achievement as its primary focus. Specific standards for student achievement are taken from the American School Counselor Association National Model for School Counseling Programs and from the Wisconsin Comprehensive School Counseling Model. The SSPT ensures that students show improvement in the academic, career, and personal/social domains.

Academic: ASCA A:C1 Relate school to life experiences. A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities. WCSCM C.1 Understand how to relate school to life experiences. C.12.1.2 Understand how school success and lifelong learning enhance future career opportunities.

As specified in our 2012 SPARC-W, the SSPT set a goal to increase the number of sophomore students scoring at proficient or advanced on all WKCE subject tests. With a priority on student engagement and motivation, the SSPT planned a pep rally prior to testing with a clear focus on the importance of doing well on achievement-based tests to enhance future career and vocational opportunities. Students were also informed of incentives for perfect attendance and high-scoring advisories. To further prepare students, counselors developed test-prep curriculum to be delivered during Advisory to promote critical thinking skills. In an effort to promote a nurturing, cohesive environment, students remained in their assigned advisories for testing. The advisory teachers, with whom the students have a positive relationship, served as proctors. Testing was completed over multiple days to reduce testing fatigue. As a result, the percentage of proficient and advanced WKCE scores for all subject tests increased (Chart 1).

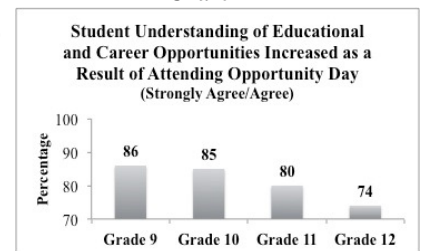
Chart 1



Career: ASCA C.B1 Acquire career information. C:B1.5 Use research and information resources to obtain career information. WCSCM H.2 Participate in ongoing, lifelong learning experiences to adapt to and excel in a diverse and changing economy. H.12.2.4 Identify and appreciate the career benefits of informal (e.g., co-curricular, experiential) learning opportunities.

The SSPT, in collaboration with the Gateway Technical College Connection Coach and Racine County Workforce Development, planned and implemented Opportunity Day for all students grades 9-12. Representatives from the post-high school pathways (i.e., post-secondary education, military, and apprenticeship/work) and all 16 Career Clusters shared educational and career opportunities in a college and career fair format. Racine County Workforce Development provided information on employability skills, resumes, and job interview preparation. Prior to Opportunity Day, students received a program of participants and suggested questions for each pathway. Students completed a survey following Opportunity Day, and results showed 81% percent of all students (ranging from 86% for freshman and 74% for seniors) strongly agree/agree that they have “an increased understanding of educational and career opportunities beyond high school as a result of attending Opportunity Day” (Chart 2).

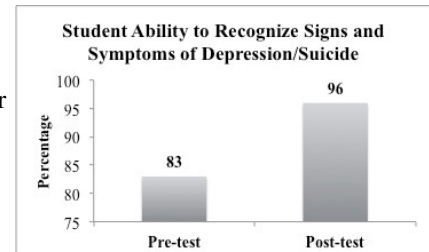
Chart 2



Personal/Social: ASCA PS:C1 Acquire personal safety skills. PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices. WCSCM F.1 Acquire and demonstrate self-management and responsibility for health-promoting behavior. F.12.1.2 Develop and use positive coping skills to manage significant life events.

Freshman Decision Making curriculum is delivered by the SSPT to all 9th grade students to foster healthy decision-making skills and coping strategies. Through a classroom lesson on emotional health, the SSPT instructed students on the signs and symptoms of depression and suicide. Results of our pre- and post-surveys reflect a sixteen percent increase in the number of students who strongly agree/agree that they are “able to recognize the signs and symptoms of depression and suicide” (Chart 3).

Chart 3



School Counseling Program Goals

A detailed study of the role of school counselors in college and career readiness identified that “parents and friends are key sources of support for postsecondary transition planning that need to be fully utilized.” (Learning First Alliance. *Strengthening Public Schools for Every Child* at <http://www.learningfirst.org/strengthening-college-and-career-readiness-new-evidence-impact-school-counselors>). The SSPT strongly agrees that parent involvement is critical in post-secondary transition planning and directly affects students’ motivation in pursuing and achieving their post-secondary goals. Therefore, parents are formally invited to attend Freshmen and Junior Individual Planning Conferences. During the 2012-13 school year, 74% of freshmen parents and 70% of junior parents attended the Individual Planning Conferences (Chart 1). The SSPT goal for the 2013-14 school year is to increase the number of parents attending the Freshmen and Junior Individual Planning Conferences by five percent.

Chart 1

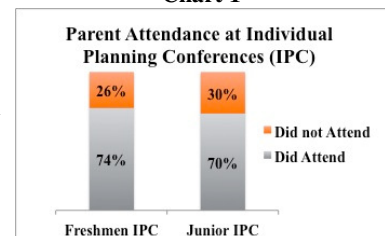
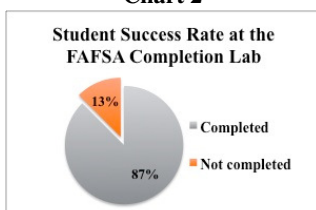


Chart 2



The SSPT, in collaboration with the Gateway Technical College Connection Coach and UW-Parkside Financial Aid Specialists, organized the first annual FAFSA Completion Lab in February 2013 for BHS seniors and their parents to provide 1:1 assistance, as needed, to complete the Free Application for Federal Student Aid. Successful filing of the FAFSA is an integral step in making post-secondary education financially accessible for all students. Last year, 14 of 16 students (87%) represented at the event left with a successfully submitted FAFSA (Chart 2). This year, the SSPT has set a goal to increase attendance at the FAFSA Completion Lab by 5%, with a minimum of 90% filing the FAFSA before leaving.