

Appleton East High School

"Learn Today, Create Our Tomorrow"



Appleton Area School District

2016 Enrollment: 1,590

Grade Levels: 9-12

Web: www.east.aasd.k12.wi.us

Address: 2121 East Emmers Drive, Appleton, WI 54915

Phone: (920) 832-6201

Principal: Matt Mineau

Counselors: Bridget Fitzpatrick, Joe Lamers, Jane Rufe & Eric Mueller

2016 Wisconsin School Counselor Program Accountability Report Card

A continuous improvement document sponsored by the Wisconsin School Counselor Association



Principal's Comments

As principal of Appleton East High School I am proud to present our third Wisconsin School Counselor Program Accountability Report Card (WCSPAR). Appleton East High School's motto, "Learn Today, Create Our Tomorrow," is a reflection of our commitment to student learning and engagement. At East we have a vision for a brighter tomorrow while upholding our lasting tradition of striving for excellence. I have observed how the school counseling team plays an integral and vital role in the academic success, career and college readiness and safety of all Appleton East High School students.

The tandem of both tenth grade conferences and advisories provides our children an environment built upon a sense of belonging and ethic of care. These tools have continued to show success illustrated by the Youth Risk Behaviors Survey (YRBS) data, in which most students feel that there is at least one adult in the building that they can seek for assistance. The East High School advisory mission is to improve student learning and interpersonal relationships through best instructional practices, consistent collaboration, and community partnerships.



This year Appleton East High School was also fortunate to start a flex time which has been built into the schedule to create a period that allows students to get additional help from their teachers within the school day. The time is called "flex" because beyond helping students who need additional or individual assistance, the time can also be personalized for students to choose opportunities for their own enrichment.

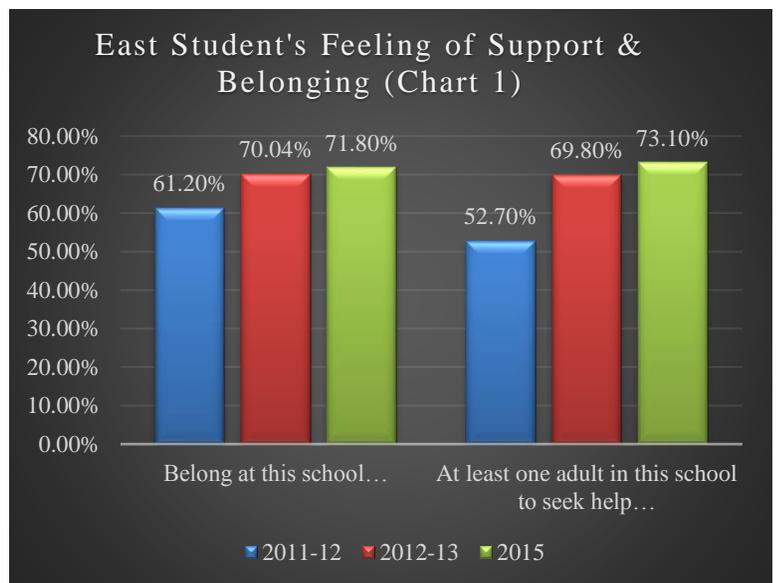


School Climate and Safety

ASCA Standards PS:C1.6 - Identify resource people in the school and community, and know how to seek their help. Wisconsin Standard F12.1.2 - Develop and use positive coping skills to manage significant life events.

The School Counseling team at Appleton East High School is determined to work with staff to create an environment where students feel connected and safe within their school. We have accomplished an increase in our students overall feeling of belonging as Chart 1 demonstrates. The results of the Youth Risk Behavior Survey (YRBS) from 2011-2013 and the 2015 academic year indicate a four year increase in our student sense of belonging. Additionally, during the same timeframe there has been a nearly 20% increase in the number of students that have one teacher or other adult in this school that they can talk to if they have a problem.

The school counseling team has utilized a variety of methods to increase these feelings in the building. The primary program is our Advisory program which replaced a traditional homeroom and students meet within their advisory biweekly. The purpose of the advisor/advisee program is to promote healthy student development, support academic success, and provide multiple opportunities to bridge the divide between healthy development and academic success. The advisory program helps connect students to staff members, community, school, and to issues that are



relevant to their growth and development into adults. With classes limited to 20-25 students, advisor/advisee time is used for: post-secondary planning (career based learning); special seminars on teen related issues (social/emotional) and academic skill development.



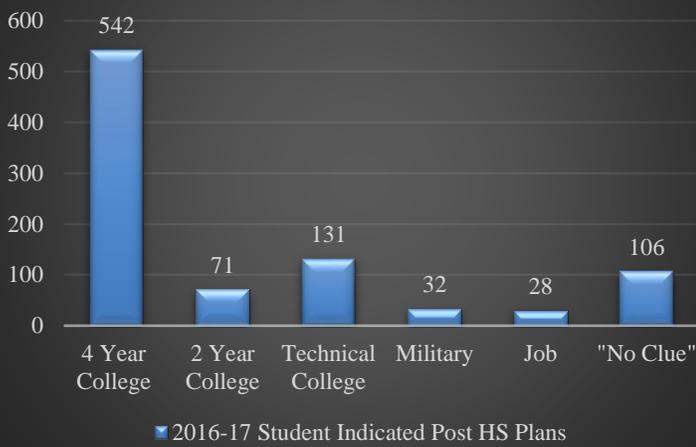
Student Results

Academic Development

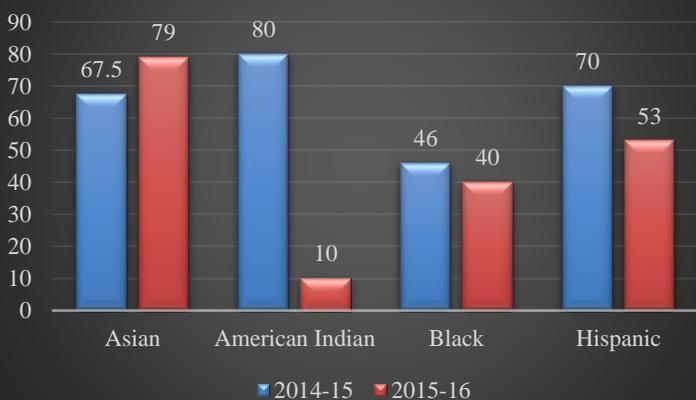
ASCA A:B2.6 Understand the relationship between classroom performance and success in school WSCCM B.1 Apply the skills necessary to improve learning and make successful academic transitions B.8.1.1 Demonstrate the importance of motivation to achieve individual potential.

During the 2015-16 school year the Appleton East school counselors participated as an Academic & Career Planning (ACP) pilot school. Throughout the school year the school counselors provided a variety of opportunities for all students to participate in career awareness, exploration, planning and preparation. The counselors utilized Google Classroom and multimedia presentations during student advisories to reach all 1,500+ students. Chart 2 demonstrates the small amount of students who have "no clue" in their post high school plans based on a survey conducted early in the 2016-17 school year. Additionally, the school counseling team participated in our district Career Based Learning (CBL) committee that has established a district board goal, providing all students a continuum of activities and experiences both in and out of the classroom. CBL is a student driven, adult supported process requiring parents, local businesses and educators to collaborate. This allows students to develop their self-awareness and a personalized ACP for improved post high school outcomes.

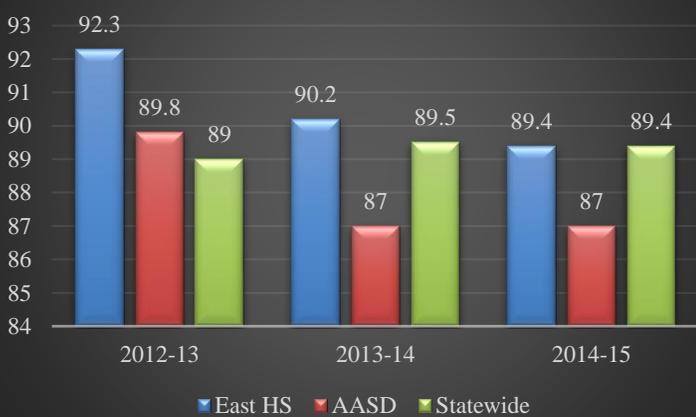
2016-17 Student Indicated Post HS Plans (Chart 2)



Minority Student Post-Secondary Enrollment (Chart 3)



HS [Four Year Rate] Graduation Rates (Chart 4)



Career Development

ASCA B2 Identify Career Goals. 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.

One of the 2014-15 program goals was the increase of minority students pursuing post-secondary education. The program goal was to increase the enrollment of 1st generation and minority students in post-secondary education by 10% by the end of the 2016-17 academic year. Through several targeted and collaborative efforts Chart 3 demonstrates both successes and areas for improvement.

Last school year the counselors participated in the Wisconsin Students Go 2 College campaign and assisted numerous minority students in completing their college applications. Additionally a strong partnership with our 12th grade English Language Arts teachers, produced multiple trips to local post-secondary school options. Extensive writing assistance was provided for students working on personal statements. Lastly, our continued individual planning conferences in 10th grade, providing transportation and expertise to minority students attending the local technical college open house and the coordination of Multicultural College fair produced positive results for our first generation and minority students.

Social/Emotional Development

ASCA: PS:B1 Self-knowledge Application. PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills. WSCA: E.1 Apply self-knowledge in the decision making or goal setting process. E.12.1.1 Demonstrate commitment and persistence in the pursuit of a goal.

Through a variety of intentional supportive activities the school counselors have continued a strong four year graduation rate as demonstrated in Chart 4. The school counselors have increased their involvement in the Student Services Team (SST) to make appropriate referrals to alternative educational settings and suggest unique solutions to student's needs. They have continued to provide 10th grade conferences and develop individual interventions for academically at risk students. The team has concentrated on increasing their communication to students and parents and have accomplished that through the use of web and social media content. The team utilizes Advisory to support students in making informed decisions throughout the course selection process as it relates to graduation requirements. Additionally the counselors have worked collaboratively with the district Cultural Support Specialists and other liaisons for special populations of students to support their needs to increase student graduation outcomes.



School Counseling Program Goals

The East school counselors are strongly committed to utilize data to constantly improve the School Counseling program that focuses on the needs of our students, community and family to ensure student success. The following graphs indicate areas of need which will be addressed during the 2016-17 school year.

Program Goal One: By the end of the 2016-17 school year, the percentage of students with multiple failing grades will decrease by 10% for all students.

Explanation of Baseline Closing the Gap Data: Results from the 2015-16 school year demonstrates (see Chart 5) that during the first semester there were 83 students with multiple failing grades and 125 during second semester. The total amount of failed classes were 357 during the first semester and 389 during second semester.

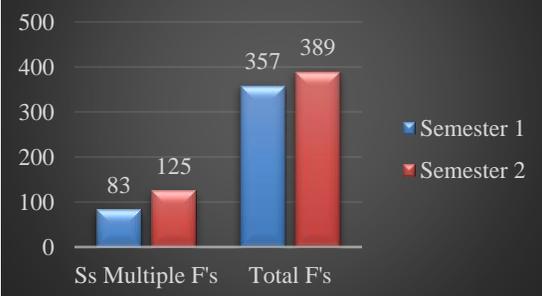
Action Plan: During the 2016-17 school year our school counseling team, social worker, psychologist and at-risk teachers are holding weekly student support team meetings to better support our students. The increased collaboration during these weekly meetings will assist in making appropriate referrals, tracking student data and continued social/emotional support.

Program Goal Two: By the end of the 2017-18 school year, the percentage of students with multiple office disciplinary referrals for (Defiance, language, etc.) will decrease by 10%.

Explanation of Baseline Closing the Gap Data: Chart 6 demonstrates the amount of student's with multiple office discipline referrals (ODR). During the 2015-16 school year there was a total of 53 students with multiple ODRs.

Action Plan: In strong partnerships with our Positive Behavior Intervention and Support (PBIS) team the school counselors will continue to find ways to provide character education for all of our students. Through our role on the PBIS Team, the School Counseling Department. East High School will improve student learning and interpersonal relationships through best instructional practices, consistent collaboration, and community partnerships.

2015-16 Student Failure Data (Chart 5)



Students with Multiple Office Referrals (Chart 6)

