

Appleton East High School

"Learn Today, Create Our Tomorrow"



Appleton Area School District

2017 Enrollment: 1,585

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, Jane Rufe, Rachel Brick, & Eric Mueller

2017 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 fourth 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 continue to use 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.

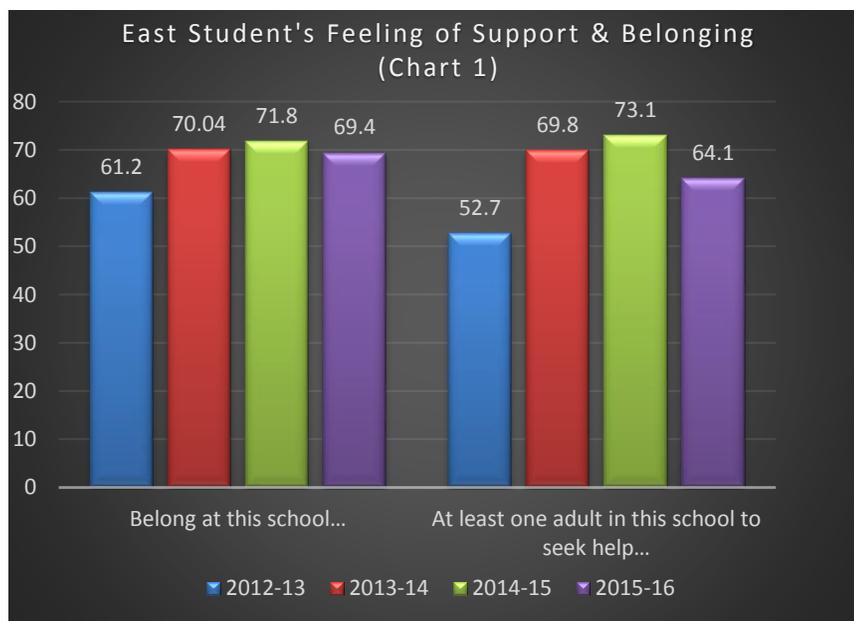


School Climate and Safety

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 live events.

The school counseling team in collaboration with our school PBIS team supports the development of students' connectedness to Appleton East high school. We have consistently increased our students feeling of belonging to East since the 2012-13 school year. During the 2015-16 school year we have had a slight decrease in our students overall feeling of belonging. To close this gap we are working on increasing our Link Crew involvement and mentoring program. Additionally, as part of our Continuous School Improvement Plan we are focusing on increasing student participation in co-curriculars in the future.

Similar to our student's feeling of belonging there was a slight drop in our students overall feeling of support by at least one adult to seek help at East. Our advisory program, which includes two adult mentors is working on helping our students' connection. These mentors serve as students advisors for their four years at East.

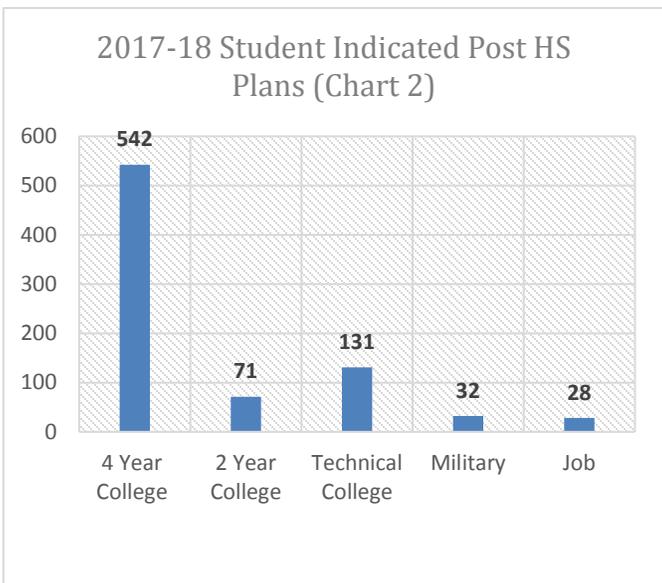


Student Results

Academic Development

ASCA A:B2.6 Understand the relationship between classroom performance and success in school WCSCM 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.

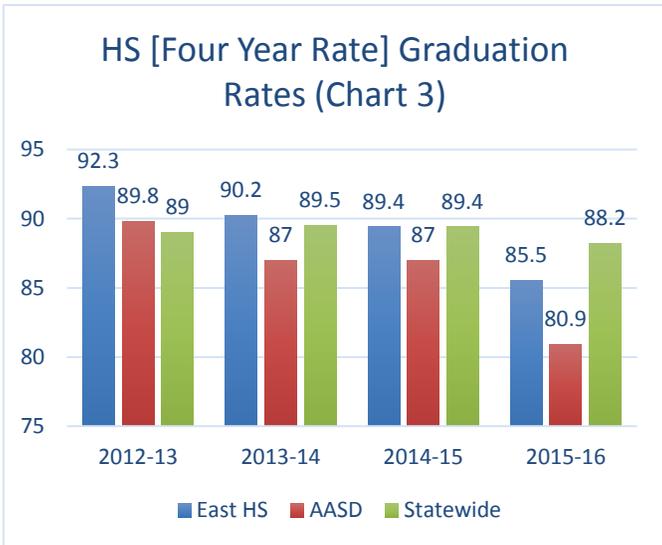
Since the 2015-16 school year the Appleton East school counselors incorporated Academic & Career Planning (ACP). We began as a pilot school and now continue to further develop its programming. Since the ACP pilot year the school counselors utilized multimedia presentations and activities to help students to participate in career awareness, exploration, planning and preparation. The counselors utilized Career Cruising, Xello, and Google Classroom 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 2017-18 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. Through our CBL leadership, an East Business Advisory team has been working in collaboration with our educators. The East Business Advisory team is a group of local businesses that work to provide "hands-on" career exploration and awareness opportunities. The East school counselors help support the CBL/ACP process which focuses on cultivating 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.



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.

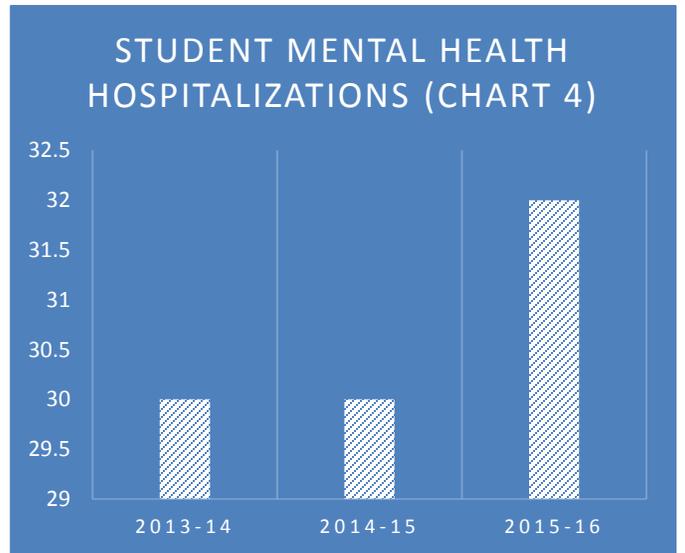
Through targeted intervention and collaborative efforts Chart 3 demonstrates our diligent work in maintaining a high graduation rate at East as compared to the district and state four year graduation rate. This can be attributed to our strong individual learning plans and robust connections between student's career development and course selection at East. Lastly, our continued individual planning conferences in 10th grade, ACP development, collaborative relationship with special education case managers, and partnership with Fox Valley Technical College Career Advisers, have produced positive results for our "at-risk" students and has resulted in a strong four year graduation rate.



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.

With targeted intentional activities the school counselors in collaboration with our school social worker and school psychologist make every effort to prevent student mental health hospitalizations. Since the 2013-14 school year we have seen a slight increase in the number of students that have been hospitalized as seen in Chart 4. Due to the overall increase in →



student mental health needs, our school counseling team has partnered with our health education teachers to present all 9th grade advisories about the topic and resources available. Additionally, with a strong partnership with the United Way of the Fox Cities, which provides a PATH mental health counselor working within our building two days a week. Lastly, our proactive involvement in the Student Services Team (SST) helps make appropriate referrals to alternative settings to provide the support and solutions for our student's mental health needs.



School Counseling Program Goals

The East school counselors are strongly committed to constantly improve the School Counseling program. We will utilize data that focuses on the needs of our students, their family, and our community to ensure student success.

The following graphs indicate areas of need which will be addressed during the 2017-18 school year.

Program Goal One: By June 2018, the self-identified first generation college students within the class of 2018 will increase post-secondary enrollment, based on successfully completing a college application and FAFSA by 20%, meaning 11 out of the 54 self-identified students would complete the application process. Chart 5 demonstrates the total number of minority students' post-secondary enrollment based on senior exit survey data. In collaboration with our minority support specialists within the district it is our hope to reach our goal of assisting our targeted group of first generation students.

Program Goal Two: By June 2018, the current sophomores who failed two or more classes (n=44) in 9th grade (2016-17 SY), will decrease by 10% (39 students or less). Chart six demonstrates that amount of students with multiple failing grades during the 2016-17 academic year.

