

West Branch High School

OSCAR

Applicants:

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Building Principal:

Brian Coffee – Brian.Coffee@WBWarriors.org

Superintendent:

Micki Egli – Micki.Egli@WBWarriors.org

West Branch High School
14277 Main Street
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(330)938-2183

Ohio School Counselor Accountability Report

Principal's Message

Standard 1.4 The School Counseling Program aligns with the school's goals and mission.

Welcome to West Branch High School! This rural public school (grades 8-12) houses 586 students. The West Branch Locals Schools mission is to prepare all students for tomorrow, today. As school employees, it is our role to provide the best education possible, thus preparing our students for the future. It is also our responsibility to provide this education in a safe and nurturing environment. Our counselors work closely with the students in all regards of student life such as: mental health, scheduling, tutoring, graduation requirements, scholarships, work opportunities, career exploration, and so much more. Through the counselors' initiative, and by collaborating with school administration, a unique scheduling solution known as INVEST was created. As a result, all students are available each school day to receive needed support in the aforementioned areas. Our Counselors also research and help implement curriculum that will enable us to improve our social and emotional curriculum. They are currently in the process of implementing a Dialectic Behavior Therapy (DBT) curriculum into the freshman health classes for the upcoming year. We are also improving our career exploration during the freshmen year by using Ohio Means Jobs and creating Career Cluster Inventories. They have conducted in-service for our staff in trauma-informed care and have been part of mental health awareness evenings in the community. Our counselors are truly committed to the West Branch students and are an integral part of a team that is fully committed to "preparing all students for tomorrow, today".

Professional School Counselor Statement

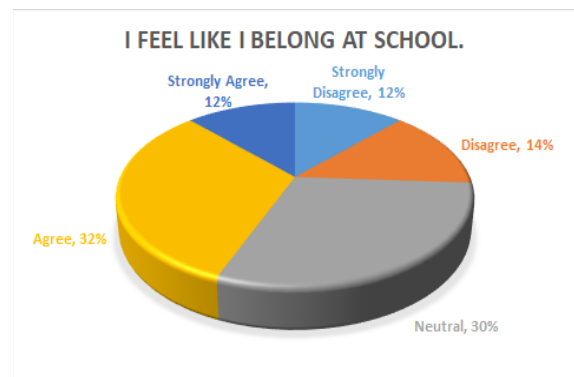
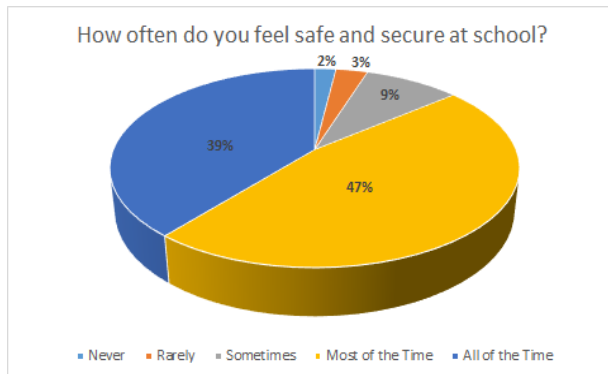
Standard 1.1 School counselors possess the knowledge and skills to design a comprehensive and proactive school counseling program.

Standard 6.1 School counselors seek ongoing, relevant and high quality professional learning and growth.

Our team of three counselors at the high school (grades 8-12) work collaboratively to prepare all students in the areas of academics, career and personal/social skill development. Mrs. Jana Stitle has 10 years of experience in the high school science classroom and 12 years of school counseling experience. She has a Master's Degree in Curriculum Development & in School Counseling from Youngstown State University. She coordinates the College Credit Plus program with area colleges and serves on various committees dedicated to school culture and improvement. Mr. Ken Harris, with a Master's Degree in School Counseling from Malone University and a member of the Ohio School Counselors Association, has 7 years of counseling experience, 14 years as a secondary mathematics teacher, and 10 years in private business and serves as the school's Advanced Placement Coordinator and placement of students into the career and technical center. Mr. Chris Yannon, Masters in School Counseling from Youngstown State University, currently in his first year, focuses on serving the eighth and ninth grade students. His fresh background and knowledge of counseling therapies, such as Dialectic Behavior Therapy, allows for excellent collaboration among the counselors. The mix of counselors' past classroom teaching experiences, fields of study, and career fields help the counselors understand the various populations of students while providing them with direction based on knowledge of the school's academic programs in order to help them make academic decisions. The counselors also work closely with Pathways Caring for Children, an outside agency with an in-house office, to provide clinical counseling.

School Climate and Safety

Standard 5.2 E: School counselors collaborate to create, implement and recommend school safety initiatives.



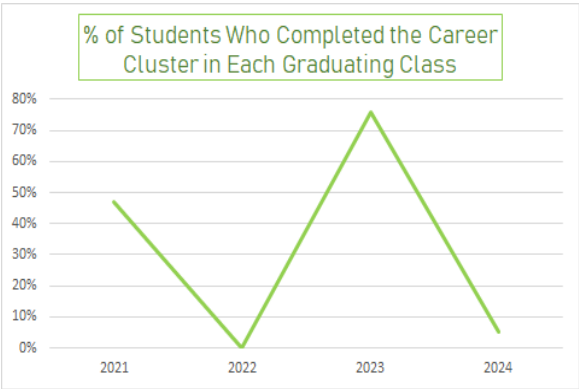
West Branch strongly feels that in order to enhance the academics, career and social components of our students' lives, we must have a positive school climate and ensure the safety of all students. The West Branch PBIS Team is directly involved in the improvement of school climate. It is made up of an administrator, school counselors, and several staff members. They focus on implementing and monitoring the effectiveness of our school climate initiatives. The graph above (left) shows the results of a survey conducted during the 4th nine weeks of 2021. This particular question shows our students' answers to "I feel like I belong at school." Our goals are to improve upon this data by implementing more positive reinforcements, bullying prevention and "Start with Hello" lesson to get students more involved here at school.

The school safety plan is put together by a team of people including the Superintendent, Board Members, Administration, School Resource Officer, and selected staff members. The staff at West Branch High School understands and stresses the importance of a safe school environment in which to learn. Counselors continually meet with at-risk students to assess student population concerns and needs. The graph to the left illustrates student responses from the OhYES! Survey conducted in spring 2021 (4th 9 weeks) concerning school safety. Students overwhelmingly indicated they felt safe at WBHS. Students also indicated that WBHS is a positive and welcoming place.

Student Domain Outcomes

Standard 2.2 School counselors develop a curriculum, offer individual student planning and deliver responsive services in order to assist students in developing and applying knowledge, skills, and mindsets for academic, career and social / emotional development

The counseling staff is dedicated to student success, by using a comprehensive student support program that addresses the academic, personal/social, and career/college needs of all students, which are based on the ASCA National Standards for School Counseling. Evaluations of the benefits of some of the services we provide are frequently evaluated. Some recent successes in each of the three ASCA National Model Domains include:



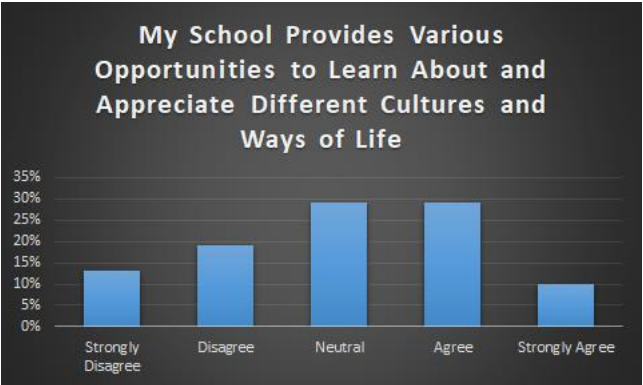
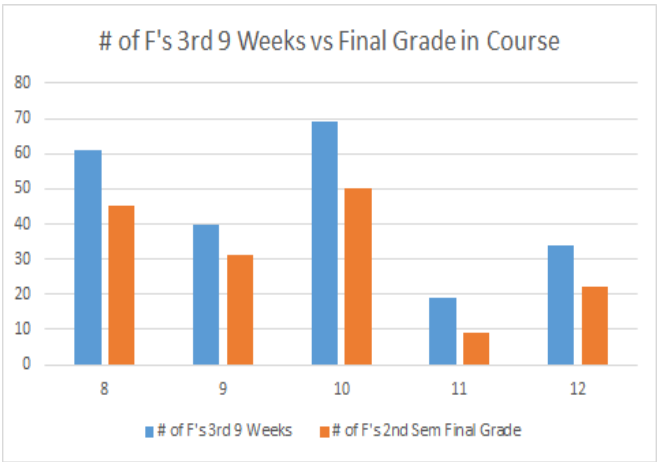
Career Development - Standard A:

Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. All 10th grade students participated in the career exploration program in the 2021-2022 SY. This program allows students to explore career choices and begin to develop career plans. The graph to the left illustrates that 76% of 11th grade students (Class of 2023) were able to determine a career cluster they would like to pursue. It is our goal to increase that percentage for our current 10th grade students (Class of 2024) who create an account in Ohio Means Jobs, as well as complete the career cluster survey followed by investigating the careers in the paths that result from the career cluster. The data for the Class of 2021 is low due to the COVID shutdown and we have only just started for the Class of 2024, so this explains the low percentage thus far for the Class of 2024. The counseling department is also trying to make up from the shutdown for the Class of 2022, who has no data on file.

Academic Development - Standard B, A:B1

Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college. (Seek information and support from faculty, staff, family and peers)

The counseling team identified a high number of failing grades upon looking at the midterm grades from the first nine weeks in October. The data is shown to the right as to how many failing grades were reported by grade for the first interim. After students were placed into Tier Two RTI (Response to Intervention), the number of failing grades drastically decreased by the end of the semester. There is a significant reduction in the number of failing grades due to the RTI process that was implemented.



Personal/Social - Standard A2:

Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others. PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity

The counseling staff believes in educating students about different cultures to help them understand and appreciate different ways of life. 406 students were asked if they felt West Branch provides these opportunities. 340 responses were received, with the results shown below. It is our goal to increase the knowledge of our students so more feel confident enough to report they have learned about other cultures. Through our recently implemented INVEST period, which is 25 minutes of open time each student has per day, we will begin these conversations and educational lessons.

Standard 3: Indirect Services: Partnerships and Referrals

School Counselors collaborate and consult with school personnel, parents/guardians, community partners and agencies/organizations to coordinate support for all students.

West Branch administrators and counseling department strongly believe that their relationship with their community partners allows them to offer a meaningful array of services for students and their families. Community partnerships and resources provide valuable assistance that enhance the quality and effectiveness of the team in each of the three ASCA National Standards for Counseling Domains.

DOMAIN	COMMUNITY PARTNERS
Academic The involvement of area colleges has played an essential role in our college course offerings for students through the College Credit Plus Program. The involvement of collegiate students at WBHS has also helped provide interventions and tutoring for struggling students. Together the collaboration between WBHS and area college campuses has helped provide a better outcomes for our upper level students and those who needed extra support.	University of Mount Union Kent State University, Salem Kent State University, Main Stark State College Eastern Gateway Community Youngstown State University
Career The guidance and support of our community partners has helped many students become focused in school and has provided incentives for students to succeed in earning a diploma for the purpose of pursuing their career interests.	College/Career/Military Project Lead the Way Partners Mahoning County Career & Technical Center Mahoning County STEM
Personal/Social WBHS works with community agencies to ensure all students are safe, have their needs met, and increase the mental health of our students. The collaborative efforts by all have shown to be quite beneficial for our students over the years.	Pathways Caring for Children ALTA Department of Child and Family Services Akron Children's Hospital

Each year it is our hope to get connected to the community to solicit additional volunteers through personal contacts and referrals. Interested persons may contact Cori Sands, administrative assistant, (330)938-2183 x37309. The West Branch District Leadership Team is one example of a volunteer activity that is strongly related to student support services.

Student Support Personnel Team

Team Member	Position	Years of Experience	Education Level
Jana Stitle	School Counselor	14	Masters
Kenneth Harris	School Counselor	7	Masters
Chris Yannon	School Counselor	1	Masters
Lindsey Szymanski	Special Services Director	10	Masters
Brittany Woodard	School Psychologist	4	Masters
Katie George	Pathways Community Counselor	5	Masters
Teresa Santee	School Nurse	4	Bachelor
Brian Coffee	Principal	13	Masters
Penny DeShields	Assistant Principal	1	Masters

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*A Continuous Improvement and Advocacy Tool sponsored by
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