

# Sheboygan South High School

www.sheboygan.k12.wi.us/south

Patrick Flaherty, Principal  
3128 South 12th Street, Sheboygan, WI 53081  
(920) 459-3637



## 2010 Support Personnel Accountability Report Card for Wisconsin A continuous improvement document sponsored by the Wisconsin School Counselor Association

Grades 9-12

Comprehensive

Enrollment: 1335

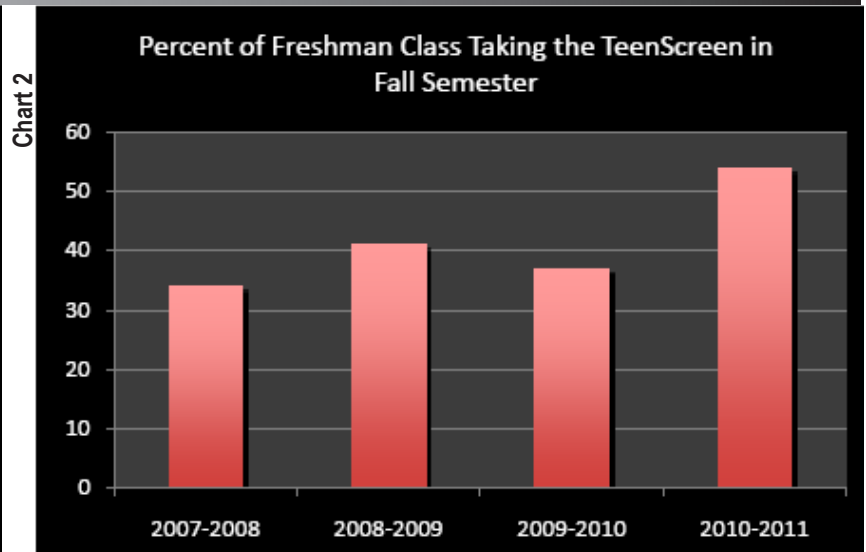
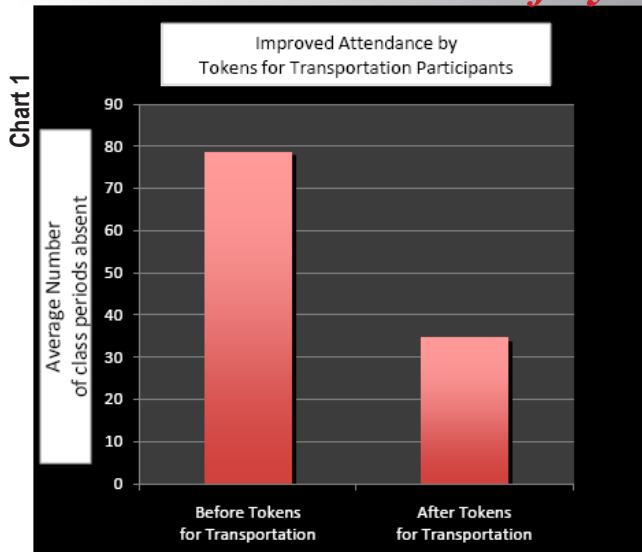
### Principal's Comments

I have had the privilege of working with the Sheboygan South HS pupil service professionals for the past four years. It is very clear that the South High School Student Support team plays an integral and vital role in the academic success and safety of all South High students.

One example of the impact our SSPT has on student achievement is the success they had with one of their Focus for Improvement goals from last year. The SSPT reviewed the student achievement data for freshman and determined that there was a need to reduce the number of freshman failing two or more core academic courses at the end of each semester. To address this goal, the school counselors developed an academic intervention, which was administered throughout the school year. After identifying the students at risk and administering the intervention developed by the team, the positive result was a reduction in the number of freshman failing two or more core classes. That's the kind of impact a dedicated SSPT can have on our students.

Our team of school counselors is committed to practicing their profession at the highest level, and I absolutely support the counselors' focus in implementing the national standards from the American School Counselor Association (ASCA) and the state standards in the Wisconsin Comprehensive School Counseling Model. All of our Pupil Service Personnel at Sheboygan South HS play an indispensable role in assisting our students in meeting their personal and academic potential.

### 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. The SSPT communicates regularly with the building administrators about issues that could impact the school climate. In reviewing the reasons for habitual truancies, it became evident that some families cannot afford the cost of transportation to school. The SSPT coordinated community donations to pay for bus tokens for needy students. The result has been a 56% reduction in missed class periods by the eight students involved in the program (Chart 1). In order to reduce the stigma related to mental health issues, the school counselors provided a classroom lesson in freshman Health classes, leading classroom discussions about suicide prevention and intervention. The counselors also introduced the TeenScreen mental health screen, and encouraged students to go through the screening process. The result was a 46% increase in the number of students agreeing to take the TeenScreen this year over the last three years (Chart 2).

## Student Results



Sheboygan South's Student Support Personnel Team considers student achievement as its primary focus. Addressing specific standards for student achievement that 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 academics, career development/post-secondary planning, and personal/social growth.

### Academic

- **ASCA Standard: A:B2.6** Understand the relationship between classroom performance and success in school
- **Wisconsin Standard: B.12.2.2** Apply problem-solving and decision-making skills to assess progress toward educational goals

The SST understands that they play a critical role in the academic development and success of the students at Sheboygan South HS. After reviewing the data regarding freshman course failures, a Closing the Achievement Gap plan was created to identify freshman failing two or more core classes in order to provide an intervention measure. The first tier intervention was for a school counselor to meet with the student to discuss the concern, identify strengths & weaknesses with strategies for improving and overcoming barriers to academic success. These meetings would take place between grading periods. When the data was collected at the next grading period, 50% of the freshman involved with the intervention were no longer failing two or more core curricular classes. (Chart 1)

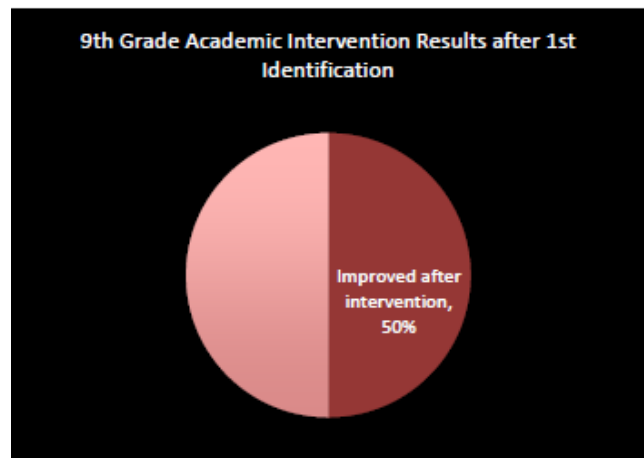


Chart 1

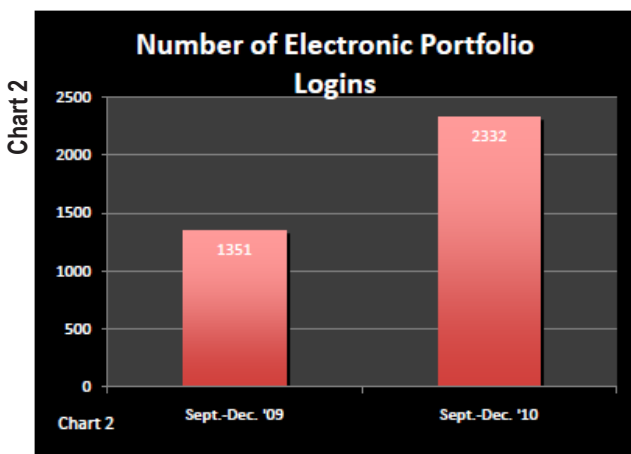


Chart 2

### Career Development

- **ASCA Standard: C:B2.5** Maintain a career-planning portfolio
- **Wisconsin Standard: I.8.1.1** Use career planning strategies and tools to develop career awareness and a career plan

The SST at Sheboygan South HS is committed to ensuring that all students are engaged in developing an educational plan that is strongly connected with their career goals. This year, the school counselors added two-day career and educational pathway lessons to the sophomore and junior years. Part of the lesson focused on helping students understand how to utilize our internet based career research tool, Career Cruising, which also has an electronic portfolio. The addition of the career lessons resulted in a significant increase in the number of students accessing their electronic portfolios for planning purposes. (Chart 2)

### Personal/Social Growth

- **ASCA Standard: PS:C1.11** Learn coping skills for managing life events
- **Wisconsin Standard: F.12.1.2** Develop and use positive coping skills to manage significant life events

It is well documented that students who are struggling with a mental health issue have difficulty performing well in school. It is also well documented that many mental illnesses go undetected or untreated. At Sheboygan South H.S., all 9th grade students are provided the opportunity for a mental health screening. As a result of the screening, then families of some students are encouraged to seek treatment with a community mental health professional. After measuring the academic success of the two semesters after students were identified with a positive screen, the positive result is that their GPA went up. (Chart 3).

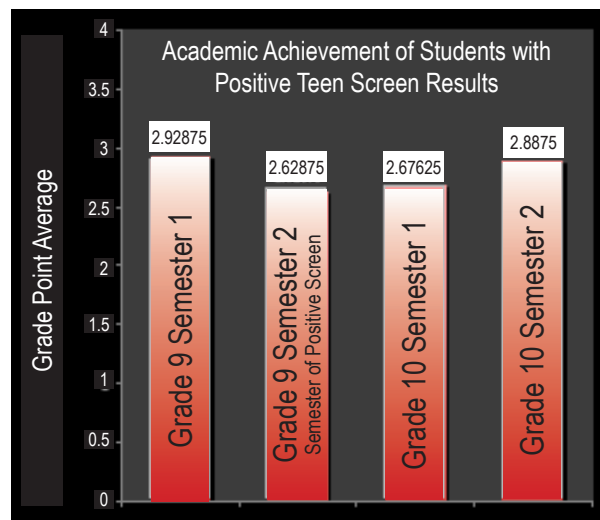


Chart 3

## Focus for Improvement



The Sheboygan South SSPT is committed to providing the highest quality service to our students and their families. Regularly assessing the impact of our services provides us with feedback on where to make improvements. The SSPT is also very aware that we can make a significant contribution toward the attainment of the goals of our building, and therefore make a concerted effort to address the building goals.

This year, we looked at the data regarding the student completion rate of our identified benchmarks in their career e-portfolios was below 25% for the entire student body. One of our goals for the year is to increase that percentage to at least 50% completion rate. This goal has driven us to create some new career lessons, which utilize the e-portfolios in a more directed way.



# EDISON MIDDLE SCHOOL

442 Alpine Drive • Green Bay • WI • 54302  
 Phone: (920) 391-2450  
 Web: [www.greenbay.k12.wi.us/edison](http://www.greenbay.k12.wi.us/edison)  
 Principal: Mark Smith

District: Green Bay Area Public School District  
 Grade Levels: 6-8  
 School Year: Traditional  
 Setting: Urban  
 Enrollment: 1,174



2011

## Support Personnel Accountability Report Card for Wisconsin

A continuous improvement document sponsored by the Wisconsin School Counselor Association

### PRINCIPAL'S COMMENTS

As principal at Edison Middle School, I am proud to present our second Student Personnel Accountability Report Card (SPARC-W). The Edison Middle School community of learners prides itself on doing what is right, doing it the right way, and doing it for the right reason. Our clear focus on high quality academic instruction along with diverse co-curricular offerings provides students and parents a first class education.

The Edison Student Support Personnel Team (SSPT) plays a critical role in advancing the work of the larger learning community. In particular this team ensures student engagement and academic success through a "student first" approach. I strongly support our SSPT's dedication to providing a comprehensive guidance program that is aligned with the National Standards and the Wisconsin Standards for School Counseling. The team is comprised of high qualified and intensely committed adults who strive to make a difference in the lives of ALL students.

The Edison SSPT continues to work with at-risk students as their improvement focus. The team creates an action plan with identified and measurable action steps that will support both the social and academic progress of our students. The Edison SSPT identified working with at-risk truant students as the main focus of improvement for last year. Their efforts are recognized by measurable results in the areas of increased attendance, decreased tardies to class, and student engagement in school activities.

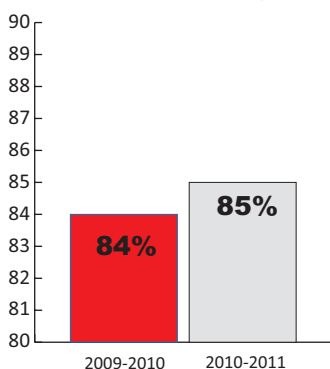
We believe the Edison Middle School community of learners is a better school as a result of the relentless pursuit of improvement by this team. I am honored to work along side the Edison Student Support Personnel Team. The SSPT designed the GETS Program "Get Everyone To School," an attendance program which is being used by other school districts nationwide. Data has revealed increased school attendance and improved grade point averages. This program and the work our SSPT does are definitely a benefit to our students and school.

### SCHOOL CLIMATE & SAFETY

The SSPT believes that all students have the right to feel safe and secure in school, and that a secure learning environment is key to the personal and educational growth of all students. Our team contributes to the overall school climate and safety in a variety of ways including active student supervision, facilitation of conflict mediations, responses to harassment and bullying, and implementation and support of "The Edison Edge," an all school initiative in which respect, responsibility, and safety are the focus points. Our department also offers character education and anti-bullying lessons that are delivered to all students by counselors.

Students have also been surveyed regarding the school climate and safety at Edison Middle School. In

#### Number of Out of School Suspensions

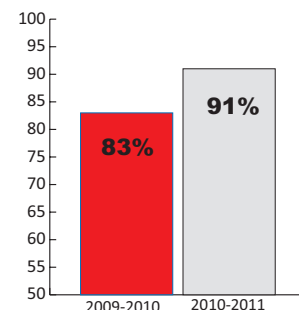


(Chart 2)

the fall of 2010, our school began "The Edison Edge," which is our implementation of Positive Behavior Interventions and Supports System (PBIS). Our PBIS program focused on making the hallways and cafeteria safer this year. As you can see on the first chart, 91% of our students feel safe in the cafeteria as compared to last year, where only 83% of the students felt safe. This is an increase of 8% which shows that PBIS is successful in our school. We also had a slight increase in the feelings of safety in the hallways. This went up 1% from the 2009/10 school year to the 2010/11 school year. All though this is small, it shows that we have been able to maintain safety in a critical part of the school. Our current data is encouraging, and supports our belief that teaching universal behavior expectations will continue to create a positive change at Edison Middle school.

The second chart compares the number of out of school suspensions from 2009/10 to the 2010/11 school year. There is a 1% increase in the number of suspensions from 2009/10 to 2010/11, when PBIS program was in effect. We can account this increase to all staff members and administrators documenting all behavior incidents in a uniform manner. This leads to a consistent system of behavior documentation, which wasn't in place in 2009/10. Better documentation leads to stronger behavior interventions, such as detentions and suspensions.

#### Percentage of Students that Feel Safe in the Cafeteria



(Chart 1)



# STUDENT RESULTS

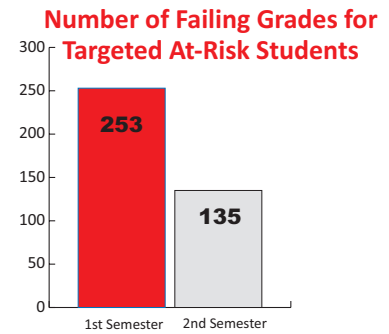
The SSPT follows national and state standards to provide an array of services in the academic, career and personal/social domains. The team creates and implements programs and classroom guidance to meet the needs of all students. The topics and curriculum of these programs are data-driven. The effectiveness of these programs is analyzed yearly by evaluating data collected from students, teachers, and parents.

## Academic Domain

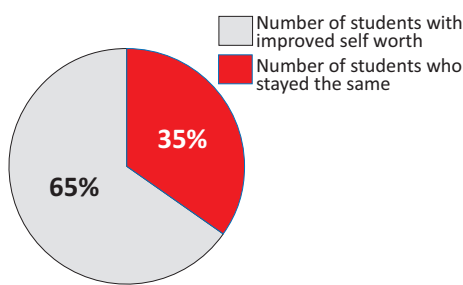
**American School Counselors Association (ASCA) Standard: A:B2.6** Understand the relationship between classroom performance and success in school

**Wisconsin Standard: B:8.1.3** Apply the study skills necessary for academic success at each level

As a strategy to improve student learning, each of the SSPT members met with 15 at-risk students during the second semester of the 2010/11 school year for a total of 90 students. SSPT members met with at-risk students twice a week to teach organization, time management, and work on missing assignments. The following graph indicates the results of both semesters, comparing the number of failing grades first semester of 2010/11 with the number of failing grades after working with the students second semester. As you can see the number of F's in the second semester improved exponentially.



## Level of Percieved Self-Worth Pre- to Post-Test



## Personal/Social Domain

**ASCA Standard: PS:A2.3** Recognize, accept and appreciate individual differences

**Wisconsin Standard: D.8.1.1** Respect and support differences in ethnic and cultural diversity, as well as diversity in other forms

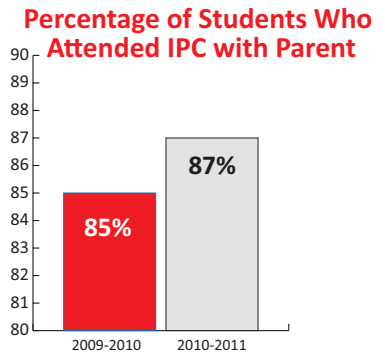
The SSPT hosted groups with diverse students over the 2010/11 school year with community liaisons. We have found that our diverse students struggle with self-worth especially with a non-diverse staff. We conducted pre and post-tests measuring self-worth and self-esteem with each student who participated in these groups. We found that after students participated in a group with an adult from similar racial background, their self-worth levels improved. Fifteen out of 23 students believed their self-worth had improved by the end of the group.

## Career Domain

**ASCA Standard C:C1.3** Identify personal preferences and interests influencing career choice and success

**Wisconsin Standard: I:8.1.1** Use career planning strategies and tools to develop career awareness and a plan

The Edison Counselors teach Career Cruising to 6th, 7th, and 8th grade students each year. Our goal is to have all students complete an Individual Learning Plan (ILP), which is typed into Career Cruising by the end of eighth grade. In the ILP, students determine short-term goals and begin to make post-secondary goals regarding careers. During an Individual Planning Conference (IPC) the ILP is shared with parents. Data shows that parents involved with the setting of goals will help students in being successful and in meeting those goals. Three hundred ninety-one students set future goals and discussed post-secondary options through their IPC in the spring of 2011. The following chart demonstrates the number of IPC's completed by the Edison Counselors including parents or significant adults. As you can see, we increased the number of parents attending by 2% from the 2009/10 school year to the 2010/11 school year.



# FOCUS FOR IMPROVEMENT

The Edison Middle School SSPT continues to work on many initiatives that align with our school and district goals. One of the goals of the district is to improve student engagement in order to increase the graduation rate from high school. In order to increase the graduation rate, our SSPT must assist our at-risk students with their attendance, behavior, and academics.

Last school year, our SSPT gathered information from our neighboring high school to determine the success of the incoming freshmen after they attended our middle school. It was learned that many students who struggle in their first year of high school and receive failing grades, are significantly lacking in study skills. These failing grades in their freshman year hinder their involvement in extra-curricular activities and make graduating even more challenging. From that data, we decided to focus on study skills. At that point, a study skills curriculum was developed to address the deficient skill areas. All SSPT members assist with teaching the study skills lessons and assisting with organization of school assignments and materials. Students have been recommended for the study skills intervention by teachers, parents, and by their poor school performance. The curriculum focuses on: goal setting; time management; test-taking tips; homework skills; academic study skills; listening skills; organization, and responsibility. The success of our study skills program is determined by their classroom performance, by the students reporting their success after completing the program, and by parent and teacher reports.

Additionally, the high school identified parent involvement as having a direct impact on the success of the students. As a SSPT we agreed that we would continue to provide parents with information about study skills, and would emphasize with parents that they need to continue to be involved in their child's education through graduation. Many students continue to need their parents' guidance to be successful in school. The Edison SSPT is excited to continue our work with at-risk students, while adding new study skills components. We hope that assisting students with study skills and organization will help students feel more connected to school and their learning, resulting in a higher graduation rate.

# Sheboygan South High School

www.sheboygan.k12.wi.us/south

Michael E Trimberger, Principal  
3128 South 12th Street,  
Sheboygan, WI 53081  
(920) 459-3637

## 2011 Support Personnel Accountability Report Card for Wisconsin

A continuous improvement document sponsored by the Wisconsin School Counselor Association

Grades 9-12 Comprehensive Enrollment: 1145



### Principal's Comments

I have had the privilege of working with the Sheboygan South HS pupil service professionals since August 2011. Although my time is short with this department, it is very clear that the South High School Student Support team plays an integral and vital role in the academic success and safety of all South High students.

Our team of school counselors is committed to the highest level of professional practice. They not only use data to set goals, but also to measure the impact of the work they do. Last year, they set an ambitious goal to increase the percentage of our students completing identified benchmarks in their e-portfolios by 100%. Although they did not achieve this goal at the level of success they had hoped, they already have begun to make plans to adjust their program to ensure greater success in this area next year.

I absolutely support the school counselors' focus on implementing the national standards from the American School Counselor Association (ASCA) National Model and the state standards in the Wisconsin Comprehensive School Counseling Model. All of our Pupil Service Personnel at Sheboygan South HS play an indispensable role in assisting our students in meeting their personal and academic potential.

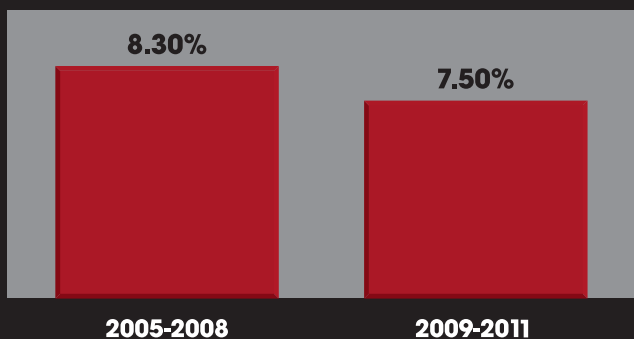


### School Climate and Safety

The Student Support Personnel Team (SSPT) recognizes that it plays a vital role in helping establish and maintain a safe and positive school climate. The SSPT communicates regularly with the building administrators about issues that could impact the school climate. Each year, the SSPT works to reduce the number of habitual truant students. For the past three years, the SSPT has utilized a collaborative, tiered intervention process. The result has been a decrease in habitual truants when compared to the three years prior to the intervention (**Chart 1**). The SSPT was also primarily involved in providing a Challenge Day experience for over 300 students. The goal of the day was to help students increase tolerance and acceptance of themselves and others. Students were asked in a pre and post test survey about their willingness to work with students of a different race, culture, sexual orientation, or with a disability. In every category there was an increase in the number of students who strongly agreed that they had positively changed the way they feel about working with students different than themselves. (**Chart 2**).

(Chart 1)

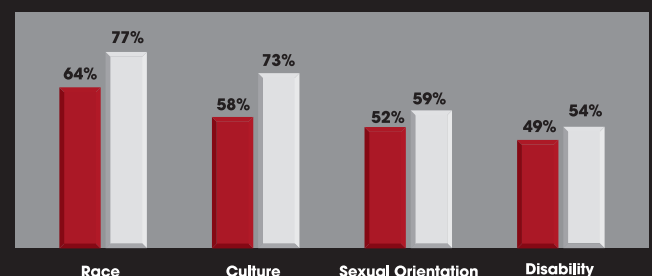
#### Percent of Chronic Truants



(Chart 2)

#### I can work well with individuals of different race, culture, sexual orientation, or with a disability

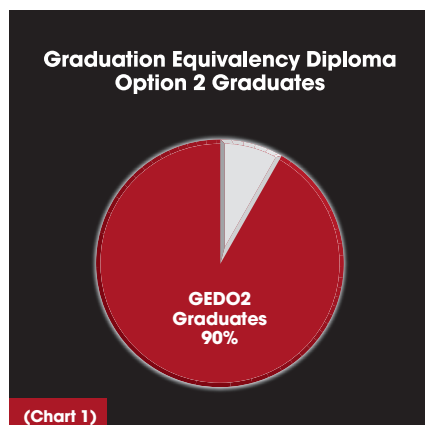
Pre Challenge Day Post Challenge Day





## Student Results

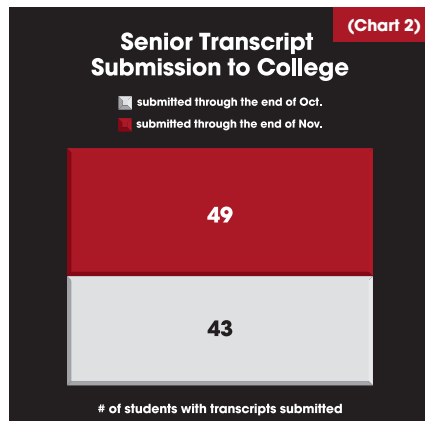
Sheboygan South's Student Support Personnel Team considers student achievement as its primary focus. Addressing specific standards for student achievement that are taken from the American School Counselor Association National Model for School Counseling Programs, and from the Wisconsin Comprehensive School Counseling Model, the SSPT ensures that students show improvement in academics, career development/post-secondary planning, and personal/social growth.



### Academic

- **ASCA Standard: A:B1.1** *Demonstrate the motivation to achieve individual potential*
- **Wisconsin Standard: A.12.3.1** *Demonstrate the ability to be dependable, productive, and take initiative for school success*

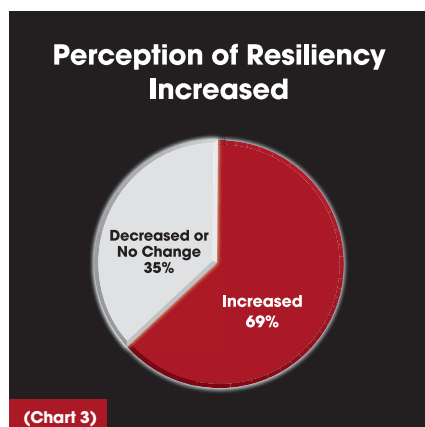
The SSPT understands that they play a critical role in the academic development and success of the students at Sheboygan South HS. Recognizing that there was no intervention available for students who were dropping out of high school, the school counselors worked to reduce the number of dropouts by being more deliberate about steering students to the Graduation Equivalency Diploma – Option 2 (GEDO2) program in the school. This self-paced learning program fosters open discussion and an adult learning environment. In the past three years the program's graduation rate has been 90.4%. South's GEDO2 teacher, Mr. Joe Jankowski, feels that part of the program's success is due to the appropriate placement of students into his program from the school counselors. **(Chart 1)**



### Career Development

- **ASCA Standard: C:B2.1** *Demonstrate awareness of the education and training needed to achieve career goals*
- **Wisconsin Standard: I.8.1.2** *Document actions taken to attain short-term and long-term educational and career goals*

The SST at Sheboygan South HS is committed to ensuring that all students are engaged in developing an educational plan that is strongly connected with their career goals. After October of 2011, the data indicating the number of seniors who had sent transcripts to post-secondary institutions was very low. The school counselors contacted all seniors who had not sent a transcript to any school, encouraging a one-on-one meeting to increase the number of students submitting transcripts. Following the intervention, more than twice as many students had submitted transcripts by the end of November. **(Chart 2)**



### Personal/Social Growth

- **ASCA Standard: PS:C1.11** *Learn coping skills for managing life events*
- **Wisconsin Standard: D.12.1.2** *Identify and demonstrate resiliency skills related to interpersonal relationships and life events*

Sheboygan South High School, in an effort to improve School Climate and Safety, brought the Challenge Day Program to South High School. As a result of the program, a number of students were identified as needing continued follow-up with how they are coping with personal issues. The Student Support Personal Team, lead by the school counselors organized multiple groups of students to participate in a Resiliency group using the Curriculum called The Struggle to Be Strong by Sybil Wolin, Ph.D., Al Desetta, M.A. and Keith Hefner (2000). Of the students that participated in the Resiliency Group, 69% improved their self-perception from the Pre-Group Test to the Post-Group Test. **(Chart 3)**



## Focus for Improvement

The Sheboygan South SSPT is committed to providing the highest quality service to our students and their families. Regularly assessing the impact of our services provides us with feedback on where to make improvements. The SSPT is also very aware that we can make a significant contribution toward the attainment of the goals of our building, and therefore make a concerted effort to address the building goals.

This year, we looked at the data from the National Student Clearinghouse, indicating the post-secondary enrollment of our graduates. The data indicated that just over 50% of our graduates attend some post-secondary institution the fall after graduating from high school. This seemed like too low a percentage, and therefore we reassessed our college and career-planning curriculum. Therefore, our focus for improvement is for every junior to have a stated post-secondary educational goal and a clear understanding of how to achieve that goal.





# ALVIN DUNN ELEMENTARY SCHOOL

## SPARC

### Support Personnel Accountability Report Card 2010-2011

A continuous improvement document sponsored by the California Department of Education and the Los Angeles County Office of Education



3697 La Mirada Drive, San Marcos, CA 92078

Tel: (760) 290-2000 • Fax: (760) 598-5727 • [www.smusd.org/ad](http://www.smusd.org/ad)

District: San Marcos Unified School District

Grades: K-5th • Enrollment: 609 • School Year: Traditional • Principal: Mrs. Whitney DeSantis

## Principal's Message

Alvin Dunn Elementary School is committed to creating an enriching and supportive school community to increase the academic, career, and personal/social development of every student. Our entire Student Support Personnel Team (SSPT) plays a vital role in achieving this goal, promoting student growth and fostering a safe school environment. The SSPT implements programs to fulfill these objectives such as Peace Patrol, Red Ribbon Week, field trips to local colleges, and Second Step Violence Prevention Lessons.

Our school is committed to implementing the American School Counselor Association's (ASCA) National Standards for School Counseling to create a comprehensive program to meet the needs of all students. Additionally, the SPARC is included in our Safe Schools Plan.

Last year our SSPT worked to increase student attendance

and showed great improvement in decreasing unexcused absences. Comparing fall trimester 2009 to fall trimester 2010 there was a 44% decrease in truancy. Another focus was on improving student work habits and social skills grades on report cards, and Alvin Dunn had increases in "excellent" scores from first to third trimester, as shown in the Student Results section of our SPARC. The SSPT is continuing to work on increasing attendance for both unexcused and excused absences. Additionally, we are also focusing on increasing parental involvement and education through our Parent Academy, which includes monthly presentations from a variety of speakers. We are encouraged by the successes of programs supported by the SSPT and are continuing to work towards providing a safe, nurturing environment to meet the needs of all students.

-Whitney DeSantis, Principal

## Student Support Personnel Team

All of the members of Alvin Dunn's SSPT are highly educated and experienced. With a focus on the whole child, our SSPT is committed to creating a successful learning environment to increase the academic achievement, career development, and social competencies of all students.

Alvin Dunn's School Counseling Center develops and implements equitable support systems to meet the varying needs of our students. All team members hold appropriate credentials that meet No Child Left Behind guidelines for highly qualified staff. Our team members also belong to a variety of organizations based on their areas of expertise, including the California Association of School Counselors and the Association of California School Administrators. These memberships provide professional development opportunities for our staff to stay current in their fields by learning innovative practices to support student growth.

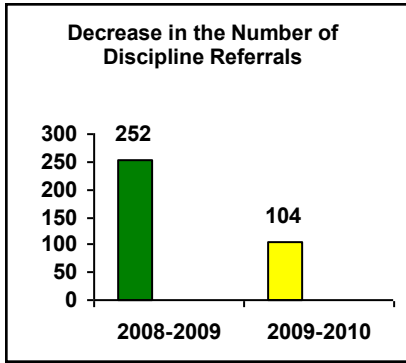
### TEAM MEMBERS

<b>Principal</b> • MS, Admin, Teaching	<b>School Counselor</b> • MS, PPS
<b>Assistant Principal</b> • BS, Admin, Teaching	<b>School Social Worker</b> • MSW, PPS
<b>Intervention Specialist</b> • BS, Admin, Teaching	<b>School Psychologists</b> • MA, PPS
<b>Office Manager</b>	<b>Attendance Clerk</b>
<b>Resource Specialists</b> • BS, Teaching	<b>Library Media Tech</b> • AA & Certification
<b>Speech &amp; RSP Aids</b>	<b>Health Clerk</b>
<b>Read to Succeed &amp; Option 2 Team</b> BS, MS, Teaching	<b>Speech &amp; Language Pathologists</b> • MA, CCC-SLP

## School Climate and Safety

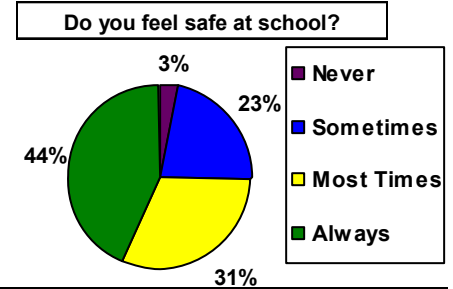
Our Student Support Personnel Team works collaboratively with the school community to create a safe and enriching school climate dedicated to fostering successful learning and personal/social growth. School-wide programs and services are designed to meet the varying needs of our diverse student population. Additionally, the SSPT was involved in creating and updating Alvin Dunn's School Safety Plan, which has been reviewed and approved by the School Safety Committee and San Marcos Unified School District Board of Education.

The SSPT collaborates with teachers to help increase positive student behaviors. Students are identified through



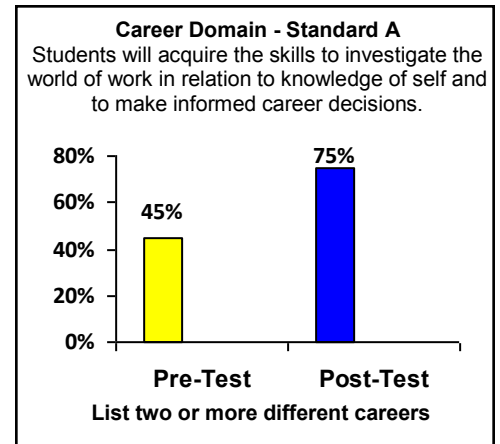
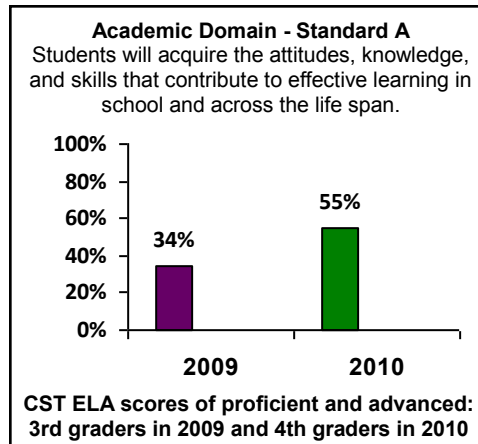
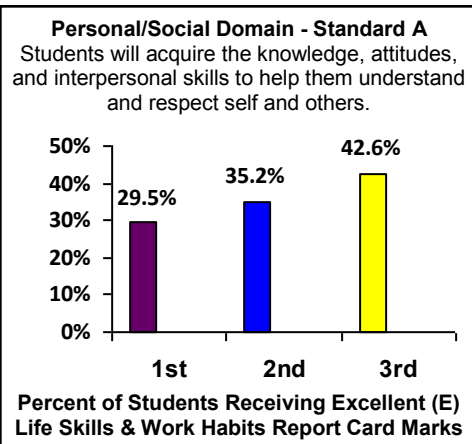
discipline referrals, teacher feedback, and/or life skills marks on report cards. Individual student interventions such as behavior plans and small group support are put in place, and through these programs we have seen a decrease in discipline referral data compared to the previous year.

Ensuring school safety is a priority for Alvin Dunn's SSPT. Last year the team coordinated Stand UP to Bullying Week with counselor-led classroom guidance lessons and a presentation by Peace Patrol during the weekly assembly. This year 5th graders were surveyed and 75% say they feel safe at school most or all the time. The SSPT will continue implementing programs to further increase the number of students who feel safe at Alvin Dunn.



## Student Results

Alvin Dunn's SSPT utilizes data collection and analysis to identify student needs and implement programs to promote student development, in accordance with the ASCA National Standards. By measuring students' knowledge, attitudes, and skills we evaluate the impact of our programs on the academic, career, and personal/social development of students.



The SSPT has been working to increase positive student behaviors through our character education program which includes weekly Second Step Violence Prevention lessons in kindergarten through 4th grade, led by the school counselor and teachers. Since implementing Second Step we have seen an increase in "E" Life Skills and Work Habits marks on student report cards.

Working to meet the needs of our English Language Learners, the Read to Succeed Team teaches small groups of students using researched-based programs. Comparing our 3rd graders' test scores on the CST English Language Arts (ELA) assessment in 2009 to their scores as 4th graders in 2010 there was an increase in the number of students who scored proficient or advanced.

This year the SSPT put on College and Career Week, including counselor-led classroom lessons and presentations from 14 community members about their career or the college they attended. Prior to the event only 45% of 4th graders could generate two or more different careers, and after the week's activities 75% were able to list two or more, an increase of 67%!

## Community Partnerships & Resources

Alvin Dunn's community partnerships and resources are vitally important to our school community, enhancing the SSPT services by providing food and clothes, counseling, parent education, mentoring, and more. The Current Wisdom Foundation graciously granted funding for our 5th grade to receive the career exploration opportunity of visiting Junior Achievement BizTown. The San Diego County Office of Education is presenting parent workshops about gang prevention and transitions to middle school.

For **volunteer opportunities** with our student support services program, please contact Danielle Duarte, school counselor, at [danielle.duarte@smusd.org](mailto:danielle.duarte@smusd.org) or 760-290-2000.

**Academic:** California State University, San Marcos; Boys & Girls Club; Kiwanis Club Tutors; San Marcos High School

**Personal/Social Domain:** San Diego Food Bank's Food 4 Kids; Rady Children's Hospital Outpatient Psychiatry; Jewish Family Service; North County Health Services; San Marcos High School; Leichtag Family Foundation; Operation School Bell; North County Office of Education; Community Housing Works; Staples Foundation; San Diego County Office of Education; San Diego Kids Health Assurance Network

**Career Domain:** California State University, San Marcos; Junior Achievement BizTown; Current Wisdom Foundation



Community Partnerships Cont.

PERSONAL/SOCIAL

◆ Vista Volunteer - Discoverer’s Club

◆ ABC Bible Club

◆ Youth Club Sports

◆ Vision and Hearing Screening

◆ Food Pantry Collections

◆ Parent Association

◆ Sauk County Health Department - Dental Sealants

◆ Community Field Trips/Concerts

◆ 4-H Club

◆ Mile Bluff Health Center in Lake Delton - Paul Gasser Presentations

◆ Salvation Army

◆ Lutheran Social Services - Families Come First

◆ Kid Stop - Day Care

◆ Sauk County Department of Human Services

◆ Hope House - Domestic Abuse Shelter

CAREER

◆ Baraboo Fire Department

◆ Baraboo Police Department

◆ Kiwanis Club

◆ Elks Club

◆ Baraboo National Bank

◆ Baraboo Ambulance Service

◆ Library Program

◆ Community Classroom Presentations

◆ Opera for the Young

◆ Missoula Children’s Theater - Al Ringling Theater

◆ Sauk County Rural Safety Days

◆ Badger Steam and Gas

◆ Alice in Dairyland

◆ Culvers

◆ Don Larson Chevrolet

◆ Gasser Construction

◆ Devils Lake State Park

Volunteer Involvement

*The SSPT encourages and welcomes volunteer involvement as a way of making a difference in the academic, personal/social, and career development of all students at Gordon L. Willson Elementary School. Here are some of the current volunteer activities.*

Utilizing community volunteers is extremely helpful as well as an important piece of providing as much support to students as possible. The Baraboo SSPT utilizes volunteers in several capacities: Family Fun Night, Field Trips, COSI (Center of Science and Industry), School Fundraisers, Book Fair, and Field Day/Picnic. We recognize that there are many community members with

specific skills and abilities who might be interested in sharing those with our students. Additional volunteers, as well as new ideas, are always welcome. If you are interested, please contact: Molly Fitzgerald, Principal or John Davies, School Counselor by phone: (608) 355-3925 or email: [mfitzgerald@barabooschools.net](mailto:mfitzgerald@barabooschools.net) or [jdavies@barabooschools.net](mailto:jdavies@barabooschools.net).

Focus For Improvement

*The Gordon L. Willson Elementary School SSPT is passionately committed to continuous improvement to provide effective programs and services to our students and families in accordance with the school counseling program in alignment with ASCA and WCSCM standards.*

The GLW Elementary School SSPT uses data and assessment tools to identify areas in need of improvement. Last year, GLW Elementary School’s goal was to attend Positive Behavior Intervention Support Tier One Training Days One and Two and to gather data on behavior to determine needs within the building. The SSPT implemented PBIS in the last quarter of the 2010-2011 school year. A PBIS self-assessment survey showed an implementation level of 61% school-wide in the areas of expectations defined, expectations taught, reward system, violations system, monitoring, management, and district support. This year, the GLW Elementary School PBIS team will attend PBIS Tier One Training Day Three and the goal is to reach an implementation level of 80% school-wide in the areas listed above with fidelity. School-Wide Information System (SWIS) data is used to determine implementation fidelity.

Keeping You Informed

*The Gordon L. Willson Elementary School SSPT keeps students, parents, faculty, and administration informed of daily, weekly, monthly, and yearly activities through three main forms of communication.*

**Personal Contact/Communication:**  
**Students:** Announcements, assembly meetings, individual or small group meetings with teacher, counselor and/or principal.  
**Parents:** Individual meetings with teacher, counselor and/or principal, parent workshops, Open House, communication, and activity nights.  
**Staff:** Monthly staff meetings, individual or small group meetings with principal and/or counselor.  
**Community:** School Board: Provide information on School Board Meetings.

**Printed Materials:**  
Gordon L. Willson Elementary School Parent Newsletters include articles by Student Support Personnel Team members regarding academic opportunities, career information, and cover topics related to personal/social development.  
The SSPT offers information through their Career Fair held in early Spring at the Baraboo Armory.  
All printed materials are sent home in English and can be translated into Spanish upon request.

**Technology:**  
Baraboo School District Website <http://www.baraboo.k12.wi.us/>  
Gordon L. Willson Elementary School Website <http://www.baraboo.k12.wi.us/schools/gordonwilson/>  
Counseling Department Website [http://www.baraboo.k12.wi.us/schools/elementary\\_guidance.cfm](http://www.baraboo.k12.wi.us/schools/elementary_guidance.cfm)  
Parent notifications through the Baraboo messenger and Baraboo Auto Dialer System.  
School District TV station (Channel 98): Provides information on school board meetings.  
Infinite Campus: Online Student Information System for grading, scheduling, attendance, announcements, and school related information.

The Gordon L. Willson Elementary School Student Support Personnel Team will present the 2011 SPARC-W document to staff, administration, the school board, and the Baraboo community through printed copies and via the Gordon L. Willson School website.

BARABOO

SCHOOL DISTRICT

Your Educational Community

A photograph of the exterior of Gordon L. Willson Elementary School. The building is a single-story structure with a brick and stone facade. A large tree stands in front of the building. An American flag flies on a tall pole to the left. A sign on the building reads "Baraboo School District". An overlay on the right side of the image provides contact information: "Gordon L. Willson", "146 Berkley Boulevard", "West Baraboo, WI 53913", "(608) 355-3925", "Dr. Molly Fitzgerald, Principal", "Grade Levels: K - 5", and "Enrollment: 270".

2011 Support Personnel Accountability Report Card for Wisconsin

A continuous improvement document sponsored by the Wisconsin School Counselor Association

Principal’s Comments

As the principal of Gordon L. Willson (GLW) Elementary School, I am honored to be a member of the Student Support Personnel Team (SSPT). SSPT members have dedicated time and energy to be involved in the common goals of supporting our students in the academic, personal/social, and career development domains of the Comprehensive School Counseling Model through this accountability reporting process. SSPT members are driven to assist students by supporting them through many avenues and they play a vital role in academic success and school safety. They work together to provide interventions that will improve student achievement and strengthen our school culture by ensuring a safe

and orderly environment with the aid of Positive Behavior Intervention Supports (PBIS).  
It is with great pride that I share our 2011 Support Personnel Accountability Report Card to strongly support Gordon L. Willson's implementation of the state standards of the Wisconsin Comprehensive School Counseling Model (WCSCM) and the American School Counselor Association (ASCA) national standards. Our collaborative approach to provide a top notch education, while working to individualize the instruction for each child, is the core of our everyday decision making. We are proud of our continued growth and efforts.

Student Support Personnel Team

*The Comprehensive School Counseling Program, in collaboration with parents, teachers, administrators, and the community, prepares today’s students to be tomorrow’s productive citizens. The mission of the Baraboo School District’s Comprehensive School Counseling Program, based on the American School Counselor Association’s (ASCA) and the Wisconsin Comprehensive School Counseling Model’s (WCSCM) standards, is to facilitate student’s growth in the areas of personal/social and career development, and to guide them toward excellence in their academic achievement.*

The SSPT incorporates the Wisconsin Comprehensive School Counseling Model and the GLW Elementary School counselor has completed the Level I, II, and III training. The school counselor works to provide a comprehensive school counseling program that is designed, coordinated, implemented, and evaluated to help each student at GLW Elementary School achieve under the three domains of ASCA and WCSCM standards.

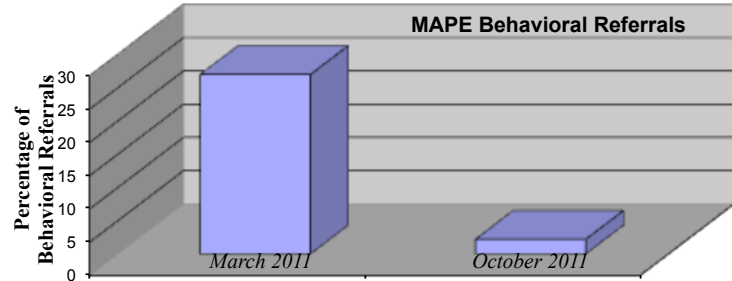
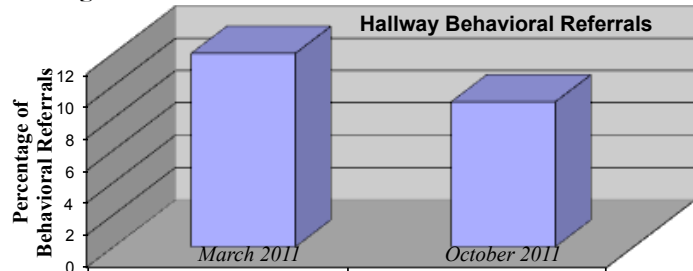
Title	Education	Experience	Membership/Association/Organization
Director of Special Education/ Pupil Services	Masters	2	Wisconsin Council For Administrators of Special Services Association for Supervision and Curriculum Development
Principal	Doctorate	22	Association of Wisconsin School Administrators National Association of Elementary School Principals
School Psychologist	Masters	28	Vacationland School Psychologists Association
Elementary School Counselor	Masters	17	Wisconsin School Counselor Association
Reading Specialist	Masters	29	Wisconsin State Reading Association International Reading Association
Speech and Language Pathologist	Masters	14	American Speech-Language-Hearing Association
Special Education Teacher	Masters	31	National Education Association/Baraboo Education Association
English Language Learner (ELL) Teacher	Bachelors	3	National Education Association/Baraboo Education Association
School Nurse	Bachelors	9	Students Against Destructive Decisions (SADD) Advisory Board
Positive Behavioral Intervention & Support (PBIS) Team Coach	Masters	7	Strategic Planning Committee
Office/School-Wide Information System (SWIS) Administrator	Diploma	14	Secretarial/Clerical Association



## School Climate and Safety

*School climate and safety are directly impacted by the efforts of the Student Support Personnel Team.*

During the summer before the 2011-2012 school year, several members of the SSPT were trained to lead GLW Elementary School in the implementation of the Positive Behavioral Interventions and Supports (PBIS) program. PBIS provides students with clear behavioral expectations that are defined, taught, and positively reinforced by every member of the staff. The program is designed to emphasize prevention and early detection of behavioral issues led by two teachers as internal and external coaches and a team of trained professionals. This program has helped to improve school safety and maintain a positive learning environment for all students as evidenced by the behavioral referral graphs below. This information is collected by staff and processed using the School-Wide Information System (SWIS). The first graph shows the percentage of behavioral referrals issued for the hallway in March 2011 prior to full implementation of Positive Behavior Intervention Systems. It also shows the percentage of referrals for October 2011 after one month of implementing PBIS with fidelity. The second graph shows the percentage of behavioral referrals issued during Music, Art, and Physical Education classes (MAPE) and the corresponding percentage for October 2011.

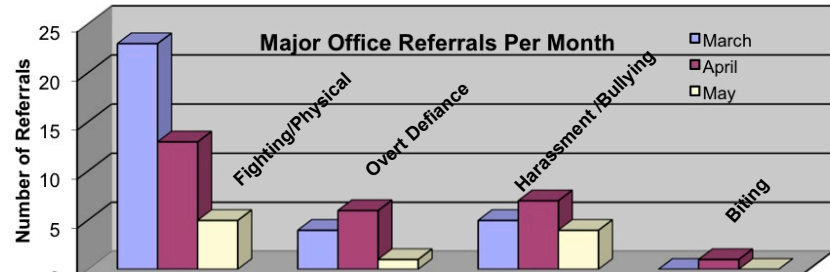
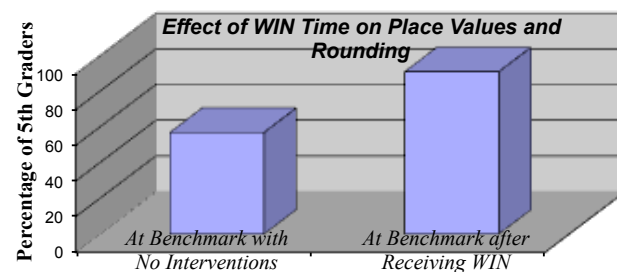


School climate and safety have been positively affected by the implementation of PBIS. The SSPT is committed to its ongoing implementation.

## Student Results

*The SSPT at Gordon L. Willson Elementary School is continuously addressing student needs under the three domains of the ASCA and the WCSCM standards: academic, personal/social, and career development. Data driven results are essential to the implementation of the National and State Standards because they are used in the development, evaluation, and improvement of the student learning process.*

ACADEMIC	PERSONAL/SOCIAL	CAREER
<p><b>ASCA Standard</b> <b>A.B1.2</b> <i>Learn and apply critical-thinking skills.</i></p> <p><b>WI Standard</b> <b>A.4.1.1</b> <i>Demonstrate competence and confidence as a learner.</i></p> <p>◆What I Need (WIN) Interventions: GLW Elementary School SSPT collaborates with staff to provide school interventions that increase student achievement. The school counselor, school psychologist, classroom teachers, and special education teacher are members of the Grade Five WIN Team. WIN interventions have produced results in student achievement as shown in the first graph below. The school counselor and school psychologist provide enrichment activities for the highest performing math students which enables the special education and classroom teachers to provide interventions to middle, low and remedial performing students. We found 57% of 5th grade students at benchmark for place values and rounding prior to interventions. Through collaboration of the Grade Five Win Team, we were able to increase the percentage of students at benchmark to 91% for place values and rounding.</p>	<p><b>ASCA Standard</b> <b>PS:A1.6</b> <i>Distinguish between appropriate and inappropriate behavior.</i></p> <p><b>WI Standard</b> <b>D.4.2.1</b> <i>Discuss and explain the differences between inappropriate and appropriate behavior.</i></p> <p>◆Positive Behavioral Intervention Program (PBIS): The SSPT is in their first full year of implementation of this program. A staff survey was conducted to determine needs and areas of concern regarding student behavior and the safety of the school learning environment. The PBIS team reviews office discipline referrals and implements school-wide activities to reduce these referrals. Major and minor behavioral referrals are tracked on a monthly basis. The second graph below shows the major office referrals for March, April, and May 2011. Through the implementation of PBIS by the SSPT, the number of referrals for major behavior issues has decreased.</p>	<p><b>ASCA Standard</b> <b>C:A1.1</b> <i>Develop skills to locate, evaluate, and interpret career information.</i></p> <p><b>WI Standard</b> <b>G.4.1.2</b> <i>Discuss and explain behaviors and decisions that reflect interests, likes, and dislikes.</i></p> <p>◆Career Exploration: The SSPT recognizes the importance of early career exploration for all students in the elementary setting. The SSPT developed classroom lessons for each grade level that give students the opportunity to explore various aspects of career development. The lessons are delivered through the guidance classroom presentations.</p> <p>◆Career Fair: A district-wide career fair for fourth and fifth graders is conducted in the Spring of each school year. Approximately twenty speakers from the community share information with students regarding education necessary to pursue their field, job descriptions, and duties, as well as hands-on activities to explore the chosen field.</p>



## Major Achievements

*The Gordon L. Willson Elementary School Counseling Department and the SSPT are proud of their commitment to designing and implementing programs which support student achievement.*

- ◆**Positive Behavioral Intervention & Supports (PBIS) Program:** PBIS is a school-wide initiative that structures the learning environment to support both academic and social successes of all students.
- ◆**Professional Learning Community (PLC):** PLC is a model for school improvement in which educators are committed to working collaboratively in ongoing processes of collective inquiry on action research in order to achieve better results for the students they serve.
- ◆**Dental Sealant Grant:** This grant provided dental sealants to students in grades 2 and 5 at GLW Elementary School.
- ◆**WIN Time:** A school-wide intervention program to increase student achievement and address individual needs.
- ◆**Data Analysis Teams:** GLW Elementary School educators who analyze data and use results to drive instruction.
- ◆**Problem Solving Team:** A team of educators who meet twice/month to plan individual student academic and behavioral interventions.
- ◆**Kid Stop:** Kid Stop is a safe, dependable, quality child care program. It provides a supervised and structured activity time, before and after school, that enhances the physical, intellectual, social, and emotional development of the children who attend.
- ◆**Severn Rinkob Elementary Educator of the Year:** Steve Lien.
- ◆**Distinguished Elementary Teachers:** Laura Allaby and Helmy Tennis.
- ◆**Top Notch Teachers:** Raedean Vaness and John Davies.
- ◆**Book Room:** A reading resource room for teachers to choose leveled readers to meet the needs of students in their classrooms.
- ◆**Read Dog Program:** Reading to a dog brings comfort, relaxation, and success. Georgia is our R.E.A.D. (Reading Education Assistance Dog) at GLW Elementary School and students thrive when reading to her on Tuesdays in 2nd grade.
- ◆**Student Council:** The student council helps share students' ideas, interests, and concerns with teachers and school principals.

## Measurements

*Gordon L. Willson Elementary School's SSPT incorporates measurements into the management and responsiveness of our student support programs. The SSPT analyzes data from these measurements to alter and improve programs through data based decision-making. This ensures the academic, personal/social, and career needs of all students are met through the school counseling program. This information is also used to educate parents and work collaboratively with teachers to improve student achievement.*

### ACADEMIC

- ◆Wisconsin Knowledge and Concepts Exam (WKCE): The results of the WKCE are used to provide students with the necessary supportive services and programs.
- ◆Measures of Academic Progress (MAP) Assessments: All students in grades 2-5 are tested twice/year in the academic areas of reading and math to determine individual academic needs and to understand individual academic growth.
- ◆English Language Learners (ELL): Each Winter the ELL staff administers the ACCESS (Assessing Comprehension and Communication in English State-to-State) for ELL to every Title III student. The test provides data on the English proficiency of each of the ELL students. The data from these tests is used to determine services and placement for ELL students.
- ◆Special Education Assessments: Individual evaluation results determine appropriate student placement in the least restrictive environment. Individual Education Plans (IEP) are written to meet the academic goals of students with special needs.
- ◆Words Their Way Spelling Inventory: Assess students' knowledge of key spelling

- features that relate to different stages of spelling.
- ◆Kindergarten Screening: All 5-year-old kindergartners are screened in the areas of reading readiness, speech and language, and the understanding of basic concepts. Hearing and vision screenings are conducted for those students who need it.
- ◆Fountas and Pinnell: A benchmark assessment that provides materials and procedures for observing and assessing the reading levels and behaviors of students. This is given three times a year.

### PERSONAL/SOCIAL

- ◆PBIS Data Reports: The data provides an overview of school-wide problem behavior areas, locations and times, and individual reports for professional educators. The reports are used by the SSPT to make data-based decisions for changes and interventions.
- ◆Major/Minor Referral Reports: This data explains the number of major and minor referrals, when the referrals are taking place, and which behaviors are being employed. These reports assist the SSPT to change strategies in order to alter negative behaviors and continue positive behaviors.

- ◆Attendance Data: The data is used by the SSPT to increase student attendance rates and improve student achievement.
- ◆Special Education Assessments: The results of these assessments are used to determine student placement in the least restrictive environment. Individual Education Plans (IEP) are written with behavior and academic goals of students with special needs to ensure each student's behavior and academic growth.

### CAREER

- ◆Explore the World of Work Career Inventory: This inventory is given to all fourth graders to explore careers and connect school to work.
- ◆Career Explorer Career Inventory: This inventory is given to all fifth graders to further explore careers and help them to understand career clusters.
- ◆Career Fair: An annual district-wide career exploration event for all fourth and fifth graders.
- ◆Classroom Guidance Lessons: Classroom career lessons exploring careers and character traits of successful citizens, workers, and students are completed at each grade level.

## Community Partnerships

*Community Partnerships are vital to our students' success and we actively seek partnerships with parents, community members, business organizations, and colleges/universities. We are grateful for these relationships. These partnerships are vital to the success of our students and play an integral role to our comprehensive school counseling program by providing valuable educational experiences. Our SSPT collaborates with community members, area businesses, and agencies to facilitate school community partnerships.*

### ACADEMIC

- ◆Math Night
- ◆Technology Night
- ◆Reading Night
- ◆Geography Bee
- ◆Spelling Bee
- ◆Math 24 Tournament
- ◆After-School Art Club
- ◆Parent Association
- ◆Center of Science and Industry (COSI)
- ◆HoChunk Youth Services
- ◆Kids Ranch
- ◆University of Wisconsin Baraboo Sauk County Campus
- ◆Elks Dictionary Donation to 3rd graders



## Jurupa Hills High School

10700 Oleander Ave, Fontana, CA 92337 (909) 357-6300 Fax (909) 357-7540 www.jhills.org  
District: Fontana U.S.D. Enrollment: 1,050 Grades: 9-12 School Year: Traditional Principal: Victor Uribe

### Support Personnel Accountability Report Card (SPARC)

A continuous improvement document sponsored by  
the California Career Resource Network and the Los Angeles County Office of Education for 2011



### Principal's Message

The entire Student Support Personnel Team (SSPT) of Jurupa Hills High School (JHHS) is a vital and integral part of the academic success, personal development, and safety of students at JHHS. The SSPT has made the incorporation of the SPARC goals a key element of the "Single Plan for Student Achievement". The SSPT provides a comprehensive program to all students at JHHS, which follows the American School Counselors Association (ASCA) National Standards for School Counseling, which I support. Our "Focus for Improvement" items for next year are related to the academic performance of the classes of 2013 and 2015. First, we will again identify students from the incoming class of 9th graders who have a history of failing in middle school. Our goal is for 70% of these students to pass all classes in the first semester. Second, we will continue our interventions for students in the class of 2013, who are not on track to graduate; our goal is that 25% of these students are back on track by the end of first semester. There are many ways we help our students. We, at Jurupa Hills High School, are committed to educate them, take care of them, and not give up on them. Most of all, we can encourage and empower them towards changing their lives. This is part of who we are and what we do for our children to create a better future.

### Student Support Personnel Team

All certificated team members hold appropriate credentials which meet the No Child Left Behind (NCLB) guidelines for highly qualified staff. The members of the SSPT also maintain their membership in one or more professional organizations that are appropriate for their profession. The counselors of Jurupa Hills High School work in collaboration with administrators, teachers, and other support staff to design, coordinate, and implement an equitable student support system.

#### SSPT Members

#### Degree/Credential

**Classified Staff:** Career Specialist (1), Registrar (1), Attendance Clerk (2), Health Clerk(1), Locker Room Attendant (2), Clerk (2), Secretary (4), Campus Security (2), Athletic Trainer (1), Athletic Clerk (1), Volunteer (3)

Community College Degree (8), Bachelor Degree (7)



**Certificated Faculty:** Librarian (1), Special Projects Coordinator (1), Activities Director (1)

Bachelor Degree (3), Master Degree (1), Doctorate (1), Teaching Credential (3)

**Counselors:** Counselor (3)

Master Degree (3), Pupil Personnel Services Credential (3), Administrative Certificate (1), Teaching Credential (2)

**Administration:** Administrator (3), Athletic Director (1)

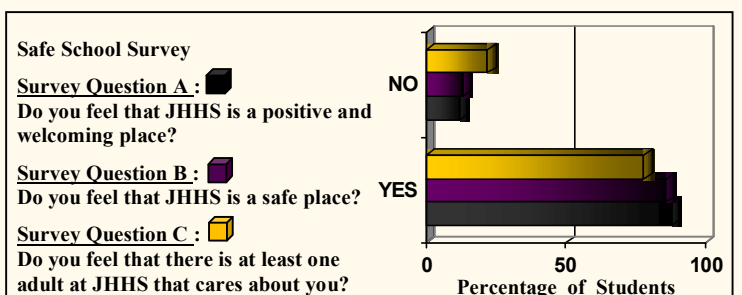
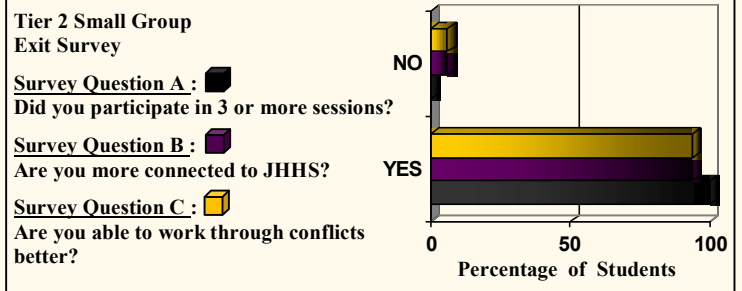
Master Degree (4), Administrative Credential (4), Teaching Credential (4)

### School Climate and Safety

The SSPT is directly involved in the improvement of school climate and safety by implementing and monitoring the effectiveness of the School Safety Plan and Emergency Plan procedures, which are updated and approved by the School Site Council and the School Board. The following graphs show the effectiveness of the SSPT interventions in the areas of attendance and student well being. The graphs are in reference to data that is collected regularly as part of our ongoing evaluation of school climate and safety.

As part of the planning for opening a new high school, the SSPT incorporated a four tiered "Response to Intervention" (RTI) model for addressing the needs of students who were not being successful in school. While most students began improving with the tier one RTI interventions, some students required tier two RTI interventions. Members of the SSPT intervened with these 47 students by establishing and supervising three small groups during second quarter. The interventions within these weekly small group meetings included skills training in leadership, organization, and communication. Also included was a review of the participant's academic and citizenship progress. The graph to the right illustrates student responses from a tier two intervention exit survey.

The SSPT stresses the importance of a safe school environment in which to learn. Likewise it is just as important for students to have faculty and staff that care about the well being and outcome of each one of them. To this end, members of the SSPT conduct frequent meetings with at-risk students and regularly visit with students to assess student population concerns and needs. The graph to the right illustrates student responses from a safe school survey. Students overwhelmingly indicated that they felt safe at JHHS. Students also indicated that JHHS is a positive and welcoming place.



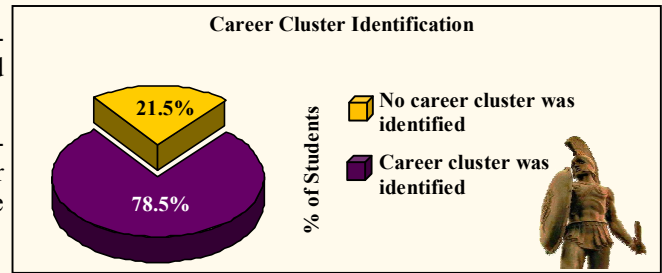


## Student Results

The SSPT is dedicated to student success, by using a comprehensive student support program that addresses the academic, personal/social, and career/college needs of students, which are based on the ASCA National Standards for School Counseling. The SSPT frequently evaluates the benefit of the services provided. Some recent successes in each of the three ASCA National Model Domains include:

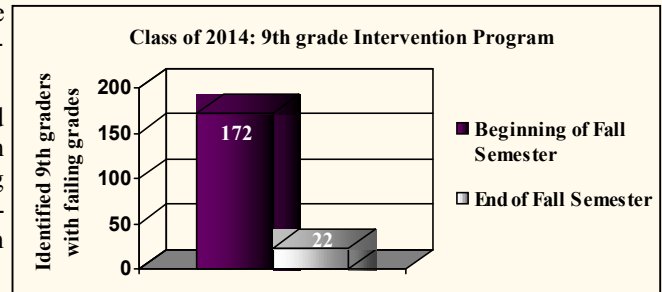
**Career Development Standard A:** Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

All 10<sup>th</sup> grade students participated in the career exploration program. This program allows students to explore career choices and begin to develop career plans. The graph to the right illustrates that 78.5% of 10th grade students were able to determine a career cluster they would like to pursue.



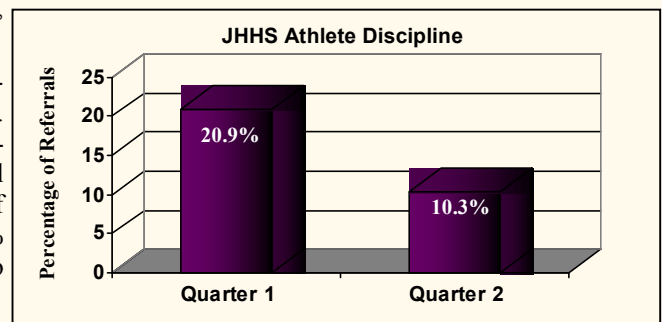
**Academic Development Standard B:** Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

The SSPT team identified 172 freshmen who had failing grades in the third trimester of 8th grade. In an effort to provide a solid foundation for future high school success, these students participated in academic interventions focusing on improving their grades. By the end of the first semester, 150 of the 172 students passed all classes. The graph to the right illustrates a significant reduction in the number of previously identified 9th grade students with failing grades.



**Personal/Social Standard A:** Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

The SSPT has been implementing interventions to assist student athletes in preventing negative behaviors before they escalate into disciplinary infractions. Interventions included workshops, individual meetings, guidance lessons, athletic study hall, and behavior contracts. The graph to the right illustrates the fall semester JHHS athlete discipline data, which indicates the positive impact of the interventions. During the first quarter, JHHS athletes accounted for 20.9% of all disciplinary referrals. During second quarter the percentage dropped to 10.3%.



## Community Partnership/Resources

The SSPT strongly believes that their relationship with their community partners allows JHHS 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 Student Support Program in each of the three ASCA National Standards for Counseling Domains.

**Academic:** The involvement of parents and community organizations has helped the school to refine the understanding of student needs and to subsequently tailor the implementation of the educational standards for a better outcome for students.

**Examples:** Chaffey College, Riverside Community College, Crafton Hills College, California State University San Bernardino, University of California (UC) Riverside, Job Corps, Fontana Special Education Local Plan Area.

**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.

**Examples:** Regional Occupational Program, California Career Zone, College/Career/Military speakers, Job Corps, Workability Program.

**Personal/Social:** The participation of parents and community organizations has helped to provide supervision and financial support for student enrichment services. Enrichment services are an important part of the development of positive relations between students and serve to improve the social climate at school.

**Examples:** California School Age Families Education (Cal-SAFE), Fontana Children's Service Fund, San Bernardino County Sexual Assault Services, Department of Children and Family Services, San Bernardino County Children's Crisis Response Team.

Each year, the SSPT reaches out to parents and the community to solicit additional volunteers through personal contacts and referrals. Interested persons may contact Rufina Campos, Counseling Secretary, at (909) 357-6300 x16211 or at [campru@fusd.net](mailto:campru@fusd.net). Below are some examples of volunteer activities that are strongly related to student support services:

**School Site Council:** Parents collaborate with school faculty to plan and implement the Single School Plan for Student Achievement. This helps to focus the school's efforts for optimum student results.

**Superintendent's Advisory Committee:** Parents, administrators, certificated and classified employees meet bi-monthly with the Fontana Unified School District's Superintendent to discuss concerns.

**English Learner Advisory Committee (ELAC):** Parents give input to the SSPT and the School Site Council regarding English Language Learner (ELL) student issues.

Student Results

Personal/Social Development

**Standard C: Students will understand safety and survival skills.** Our SSPT identified at-risk students with frequent incidences of discipline referrals. Counselors facilitated anger management small groups for these students using *Too Good for Violence (TGFV)* curriculum over nine weeks. Group topics included: managing anger, active listening, redirecting anger, responsibility, safety, and creative cooperative problem solving.

**Results:** *Students participating in TGFV small group reduced the number of combined suspensions by 96% over the nine month period following the completion of group.*



Community Partnerships and Resources

Sequoia’s partnerships and resources enhance the quality and effectiveness of our SSPT by providing collaboration, referrals, and assistance for our students. These community partners expose our students to community resources, expand students’ understanding of future occupations, and teach our students tolerance for others. We are honored to partner with local universities that provide school counseling fieldwork students who assist us with implementing our program. Additionally, many of our partnerships supply homework help, guidance curriculum, counselor professional development, crisis counseling, and a safe and secure campus.

Academic	Career	Personal/Social
Fontana Teen Center Boys and Girls Club Fontana Public Library Fontana After School Program Fontana Unified District Testing and Assessment California Association of School Counselors American School Counselor Association	Fontana Parks and Recreation Fontana Unified Career Faire Career Cruising California CareerZone Bridges	Center for Excellence in School Counseling and Leadership Los Angeles County Office of Education Children’s Crisis Response Team San Bernardino County Department of Behavioral Health Child Protective Services Fontana School Police San Bernardino County Sheriff Department Rachel’s Challenge Channing Bete Company Fontana Police Department Search Institute Peace Corps World Wise Schools

**Parent and community involvement is critical to student achievement during adolescence. Please partner with our SSPT in the following opportunities to further enhance student success.**

- Guidance Advisory Committee:** Students, parents, teachers, and community members join to support and advise our school counseling program. Meetings are held to accommodate volunteer schedules.
- College and Career Day:** Parents, teachers, community members, students, and school counseling fieldwork students help with activities that promote academic success and interest in college and careers.
- New Student Orientation:** Parents, school counseling fieldwork students, Sequoia staff, and students coordinate events for transitioning students to Sequoia.
- Parent Success Workshops:** Parents and school counseling fieldwork students assist our staff with setup and choosing a selection of topics and speakers.

**We welcome your help and support!**

For more information about becoming involved with our SSPT or to schedule an appointment, please contact Marita Fierro, our bilingual community liaison, in the main office or by phone at (909) 357-5400 extension 237 or by email at [fierma@fusd.net](mailto:fierma@fusd.net).

Sequoia Middle School

Support Personnel Accountability Report Card 2011

A continuous improvement document sponsored by the California Career Resource Network and Los Angeles County Office of Education

District: Fontana Unified School District  
Grade Levels: 7-8  
School Year: Single Track, Year Round  
Enrollment: 1250

Principal: Gorge Santiago  
Counselors: Nancy Jarman-Dunn  
Melia Kiggins  
Jessica Gonzales

Principal’s Message

Sequoia Middle School’s Student Support Personnel Team (SSPT) has a strong heritage of commitment and success. Over the years, the dedication of the team has played a vital role in ensuring the academic success and safety of all students. As a result of this dedication and the strategies developed, the Support Personnel Accountability Report Card (SPARC) is incorporated into our Single Plan for Student Achievement, which is reviewed yearly by our School Site Council. Our counselors recognize both the need for students to perform academically and the role that setting goals plays in that process. These goals are developed with our students and outcomes are delivered to our parents and staff members. To facilitate this, the National Standards for School Counseling Programs are incorporated and fully implemented into classroom and guidance lessons with the full support of our administrative team.

As part of our Single Plan for Student Achievement, data is reviewed throughout the year. In reviewing the data, we identified two areas of continued improvement that were needed to improve test scores and decrease student suspensions. Our school worked hard to do this. While the budget continued to be an impediment to our interventions, our school made a significant improvement on our test and district scores; however, we failed to make the established goal of five percent growth. Additionally, it also impacted our ability to implement the interventions we targeted to reduce suspensions, thus resulting in suspensions increasing by two percent.

During the 2011/2012, we continue striving to reduce suspensions by five percent. We believe that by developing strong relationships with our students and providing an adult with whom they are able to connect, student behavior will be positively impacted. Counselors meeting with students who have returned from suspensions, coupled with our anger management classes and peer mediation will positively affect behavior. Academically, we will continue to focus on improving student California Standardized Test (CST) proficiency by ten percent. Implementation of all components of Assembly Bill 1802 has become an integral part of our campus, and has raised student awareness of the importance of their CST results. Just as importantly, it has helped students understand the importance of high school requirements, interventions, records, post-secondary options and has assisted them in establishing academic goals. Parents are invited to participate in these meetings and assist in establishing these academic goals.

With our commitment to student achievement, and our commitment in building a positive culture, I believe we will meet the goals we have established. Furthermore, with the commitment of Sequoia’s SSPT, we will ensure our school continues to trend positively.

Gorge Santiago



Student Support Personnel Team	
Support Personnel Team	Education and Credentials
Principal	Master's Degrees (2) Administrative Credential Teaching Credential
Assistant Principal	Master's Degree Administrative Credential Teaching Credentials
School Counselors (3)	Master's Degrees (3) Pupil Personnel Services Credentials (3) Teaching Credential (1)
Psychologist	Master's Degree Pupil Personnel Services Credential Teaching Credential
Peer Leader Advisor	Master's Degree Teaching Credentials (2)
Nurse	Master's Degree School Nurse Credential
Health Technician	Some College Courses
Bilingual Community Liaison	Bachelor's Degree
Office Administrative Assistants (5)	Bachelor's Degree Some College Courses
Campus Security (1)	Some College Courses
Guidance Advisory Committee	Varied

## School Climate and Safety



“Sequoia Counseling Eyrie - Where Eaglets Fledge” is Sequoia’s counseling support program theme. Our team works with parents, staff, and local community members to help create a climate where all students feel nurtured, secure, and respected while being given a safe place to spread their wings and learn the skills needed to succeed in life. The Student Support Personnel Team (SSPT) collaborates with the School Safety Committee (SSC) to formulate a comprehensive response to student crisis and safety needs at Sequoia. This collaboration includes the annual development and refinement of our School Board of Education adopted disaster and safety plan (Safe Schools’ Action Plan).

After careful evaluation of current student data and recommendations from SSC members, the SSPT develops and implements a variety of interventions that directly influence school climate and safety. Thus, our SSPT is responsible for playing a vital role in the overall safe climate of Sequoia through individual and group counseling; collaboration meetings with parents, teachers, and SSPT members; peer mentoring through our peer leader program; anger management groups; leadership development; and community outreach for further support of students’ emotional needs. Along with these interventions, all students participate in school counselor curriculum guidance lessons in the areas of bullying prevention, violence prevention awareness, career/college guidance, academic goal setting, and transition guidance activities for incoming/outgoing students.

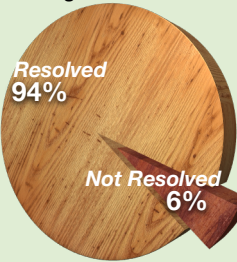
School counselors, in collaboration with other highly qualified educators, design, coordinate, implement, and evaluate an equitable student support system serving the needs of ALL students. Data analysis, leadership, and advocacy skills help identify the most appropriate support services. Our Student Support Personnel Team (SSPT) offers a multitude of services, assisting students and promoting success at school, at home, and in the community.

In 1999, Sequoia adopted the National Standards for School Counseling Programs, which include the knowledge, skills, and attitudes needed for student success. Our program was brought into full alignment with the National Model for School Counseling Programs by 2001. The Sequoia Life Laws of Respect, Responsibility, and Diligence were adopted in 2003 to encourage an environment where all students focus on school success. Our school counseling program was recently awarded renewal status of the Recognized ASCA Model Program award from the American School Counselors Association (ASCA) in 2008 and 2010.

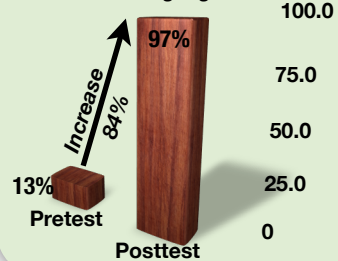
SSPT members continually participate in a variety of school, district, and community programs and committees to further enhance our program. Each member of our team holds the appropriate credential required by No Child Left Behind (NCLB) federal law. Membership in professional organizations such as the American School Counselor Association and California Association of School Counselors ensures that SSPT members keep current on the latest educational research in their related fields of expertise, thus offering our students the best professional support possible.

**Peer Mediation** – Twenty-one years strong, student Peer Leaders facilitate mediations for Sequoia students in conflict with another student. Students have the opportunity to sit down face-to-face and use conflict resolution skills to work out their conflict. At the end of the mediation sessions, 134 students evaluated the process. *Results: 98% of the participants felt welcome in mediation, 94% of participants resolved the conflict in mediation, and 88% of the participants would suggest mediation to a friend.*

**Percentage of Students Who Resolved Conflict through Peer Mediation**



**Student Ability to Identify Warning Signs**



### Increase in Students Ability to Identify Early Warning Signs of Possible Violence

Our SSPT works diligently to prevent possible incidents of school violence. School counselors teach school wide violence prevention guidance lessons to increase students’ awareness of the early warning signs of possible violence and to educate students on the appropriate procedures to follow if a student witnesses or knows of a potentially violent situation or person. *Results: This graph shows an 84% increase in the ability for our students to identify early warning signs of possible violence.*

## Student Results

The Student Support Personnel Team (SSPT) works diligently to ensure that Sequoia students are meeting specific competencies as outlined by the American School Counselors Association’s National Standards for School Counseling Programs. Through the collection and evaluation of data, the SSPT identifies the success and needs of students and programs. Student results demonstrate that growth is occurring in areas of academic ability, personal/social skills, and career/future planning.

**Increase in Students Who Can List Appropriate Steps to Reach Career Goals**



## Career Development

**Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.** Counselors assisted all students to develop electronic career portfolios based on students’ self identified skills and interests. Students explored skills and education needed for future success and created career and college goals.

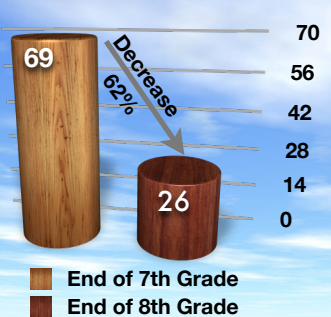
*Results: All students designed a plan to achieve desired career goals and an increase of 84% of students could successfully list the appropriate education or training needed to achieve desired career goals.*

## Academic Development

**Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.** Our counselor identified sixty-nine eighth grade students with three or more F’s at the end of 7th grade. Students were called in to fill out a personal evaluation as well as identify a specific academic goal to improve grades by the end of the school year.

*Results: By the end the 2009/2010 school year, 62% of students who set goals to improve their grades were able to meet that goal. The graph shows the number of students with three or more F’s dropped from 69 students to 26 students over the course of the academic year.*

**Reduction in The Number of Students with Three or More F’s**





## COMMUNITY PARTNERSHIPS/RESOURCES

The Student Support Personnel Team (SSPT) recognizes the importance of collaborating with partners in our community. Partnerships have been developed that help support students in all areas of their success.

- Career:**
- Shawano County Chamber of Commerce—provide a career fair opportunity for all 8th grade students
  - Career Resource Guide-local businesses have provided contact information so the SSPT can contact them when needed.
- Personal/Social**
- Gardner Dam Boy Scout Camp: Site of an annual Leadership Retreat for 8th grade students involved in the WEB (Where Everybody Belongs) program.
  - Shawano Department of Community Programs-works collaboratively with the school to provide at-risk services.
  - Shawano County Health Department-provides needed health services and provides direction in curriculum areas.
- Shawano County Sheriff's Department-provides a liaison that works with the SSPT to support student success.
  - Holiday Cheer-Bonduel Middle School Partners with Bellin Health to provide gifts and food for families at the holidays.
- Academic**
- Lions Club: provide funding for trainings and materials when needed for the implementation of the Lions Quest Curriculum.
  - Mastey Dental : donations of supplies for bully prevention curriculum.
  - University of Wisconsin Green Bay-Phuture Phoenix: Students from this program visit the middle school to continue helping students set post secondary educational goals.

## VOLUNTEER INVOLVEMENT

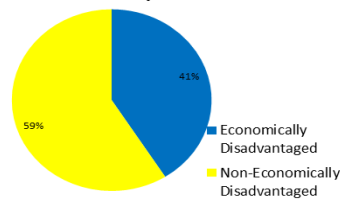
- Vision Screening-Parents assist the school nurse in setting up and delivering the screening to identified students
  - WEB, Where Everybody Belongs, Leader Retreat-staff at Gardner Dam Boy Scout Camp give their time to provide services to the students in attendance.
  - WEB events—parent involvement in decorations and in the set up and take down of events.
- The SSPT encourages community members to volunteer at Bonduel Middle School. Prospective volunteers may contact Angela Buchenauer at 715-758-4842 or by e-mail at [bucheang@bonduel.k12.wi.us](mailto:bucheang@bonduel.k12.wi.us).

## FOCUS FOR IMPROVEMENT

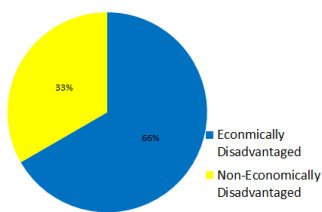
The Student Support Personnel Team (SSPT) at Bonduel Middle School is focused on improving services provided to students to ensure their success academically, personally/socially and in their career development. Over the past three years the SSPT has been using data to determine needed services and provide interventions where most needed. An area that has recently come to our attention is the higher number of failures among students who are economically disadvantaged in comparison to students who are not disadvantaged. This year we tracked the number of failures at mid-quarter and at the end of 1st quarter. At mid-quarter 27% of students who are economically disadvantaged received one or more failing grades in comparison to 13% of non-economically disadvantaged students. The gap widened even further at the end of the quarter with 13% of economically disadvantaged students still receiving one or more failing grades and only 4% of the non-economically disadvantaged students. It is clear to see that the interventions that are done by the school and at home have helped to reduce the number of failures but the students who are economically disadvantaged have gone from having just over twice as many failures to triple the amount of their non disadvantaged peers.

It is also concerning that only 41% of the entire student body is considered economically disadvantaged yet they account for 67% of the total number of students who received failing grades at the end of the first quarter. The charts on the right show this discrepancy and makes it clear that there is a disproportionate amount of economically disadvantaged students receiving failing grades. This is an obvious area of concern and one that the SSPT will continue to research to determine appropriate interventions for the future. The team will also look at previous years data to identify possible trends.

BMS Student Population



Total Failures



## KEEPING YOU INFORMED

The Students Support Personnel Team (SSPT) values communication with families and community members. The SSPT goes out of their way to reach out to parents and monitor student progress. All attempts are made to make written and electronic communication available in English and Spanish. A translator is also available for families upon request.

**Personal Contact:** Career Planning Conferences for all 8th grade students and parents, transition meetings with all 5th grade students and parents, Open House, Parent/Teacher Conferences, and Individual meetings as requested.

**Electronic methods:** School website, e-mail, phone calls, fax and the school marquee

**Print Methods:** Newsletters, local newspaper, brochures, individual letters

The SPARC-W was presented to the Bonduel School Board at their December 19th meeting and will be presented and shared with school staff and the community through printed copies and on the Middle School Counselor's webpage, <http://www.bonduel.k12.wi.us/faculty/bucheang>



# BONDUEL MIDDLE SCHOOL

Grades: 6-8 • Enrollment: 204 • Setting: Rural

## 2011 SUPPORT PERSONNEL ACCOUNTABILITY REPORT CARD FOR WISCONSIN

A continuous improvement document sponsored by the  
Wisconsin School Counselor Association



MARK MARGELOFSKY, PRINCIPAL  
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## PRINCIPAL'S COMMENTS

Bonduel Middle School has a culture built upon caring, compassion and understanding for all students. This culture transcends our daily relationships with each other and has primarily been built through the vital role of the Student Support Personnel Team in our school. Students, staff, parents and community are very appreciative of the time and efforts spent on academic success for all in a safe and orderly environment. The changes and improvements over the past several years in the guidance curricula, student services directories, and response to student-centered crisis intervention have been amazing and have shown many positive benefits to our organization.

The full implementation of the national and state standards for school counseling and data-driven decision making has set a strong foundation for best-practices implementation well into the future at Bonduel Middle School. The increased awareness on social/emotional issues has opened up lines of communication and has shown strong support for counselors as the liaisons between students, parents, staff, and administration. The emphasis on career goal setting, skills inventory, and parent-student-counselor planning meetings have promoted meaningful collaboration for career planning/exploration at the middle school level and beyond. Most importantly, we have sent and reinforced the message that in the middle the kids come first.

## STUDENT SUPPORT PERSONNEL TEAM

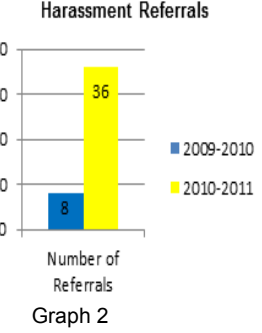
Bonduel Middle School has a Student Support Personnel Team (SSPT) that works together to provide support for all middle school students. Through Building Consultation Team meetings and team referrals the members of the SSPT identify issues and concerns within our school system and create intentional interventions and or curriculum lessons to build skills, attitudes and knowledge for all students. The School Counselor plays an integral role in the design, coordination, implementation and evaluation of the SSPT support system and regularly sets up team meetings to analyze the impact of the teams efforts. Members of the team have completed training in Levels I, II and III of the Wisconsin Comprehensive School Counseling Model and are implementing Individual Planning Conferences with all 5th and 8th grade students and their parents. The middle school counselor is also directing the implementation of a district wide standards based guidance curriculum, data driven student interventions and the creation of an Advisory Council.

TEAM MEMBER	NAME	EDUCATION AND CREDENTIALS	PROFESSIONAL ASSOCIATION(S)	YEARS OF EXPERIENCE
PRINCIPAL	Mark Margelofsky	Master of Science, School Administration	National Association for Secondary School Principles Association of Wisconsin School Administrators	15
SCHOOL COUNSELOR	Angela Buchenauer	Master of Science, School Counseling National Board Certified Teacher/ Counselor	National Middle School Association Wisconsin School Counselor Association American School Counselor Association	11
SCHOOL PSYCHOLOGISTS	Sheri Schill	Master of Science, School Psychology Master of Science, School Counseling-in progress	Wisconsin School Psychology Association Wisconsin School Counselor Association	19
SCHOOL NURSE	Deb Zernicke	Bachelor of Science, Nursing Nursing Certificate	Wisconsin Association of School Nurses	36

SCHOOL CLIMATE AND SAFETY

The Student Support Personnel Team (SSPT) plays a vital role in the overall monitoring and program implementation in regards to school climate and safety. The Middle School Counselor sets up yearly surveys, including the Youth Risk Behavior Survey (YRBS) and other school climate indicators to identify areas of concern. Once identified, areas of concern are addressed by the SSPT, in collaboration with other key stakeholders, through individual interventions, classroom guidance and school wide initiatives.

One area of concern identified through results from the YRBS is the continued high percentages of students who answered yes to the question, "Have you ever been repeatedly harassed, picked on or bullied at school." (see graph 1) To help lower these numbers the Middle School Counselor was trained in a student mentoring program, Where Everybody Belongs, WEB. This program trains 8th grade students to be mentors and role models for all 6th grade students and attempts to change the culture within schools. Since its implementation in 2008 the numbers of students reporting being bullied or harassed at school has shown a decrease at all three grade levels.



STUDENT RESULTS

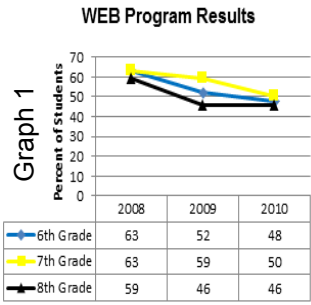
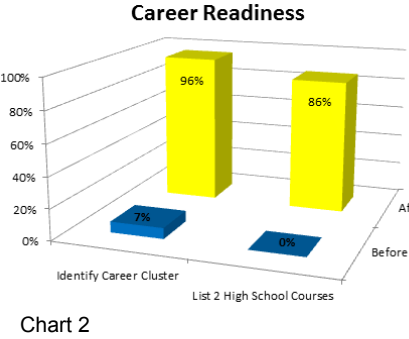
Since learning about the Wisconsin Comprehensive School Counseling Model and the ASCA National Model and their standards for student performance the Student Support Personnel Team (SSPT) has begun collecting data to determine if students are reaching targeted outcomes. The use of data has become a mainstay for the SSPT in all curriculum and responsive service planning and its implementation.

**Academic:** *Wisconsin Model Academic Standards: B.8..1.3 Apply the study skills necessary for academic success at each level. ASCA National Standards: A:B1.1 Demonstrate the motivation to achieve individual potential.*

During the first mid-quarter grade check of the 2011-12 school year the seventh grade had 33% of their students receiving failing marks in one or more academic areas. This was an obvious area of concern. The middle school counselor developed a lunch intervention and met weekly with the non-special education students. Special Education students received an intervention delivered by their teacher. The MS Counselor's intervention was based on the Why Try curriculum with additional study strategies and skills added as identified. The students were broken into three smaller groups based on academic concerns identified during an interview with their counselor. Collaboration also took place with the 7th grade teachers to monitor progress and brainstorm ideas to support student success. At the end of the first quarter the number of students who were receiving failing grades had decreased to 9% which is a 60% reduction. Chart 1 shows the decrease in the number of failing grades and the number of students

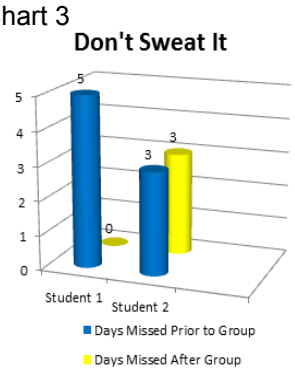
**Career:** *Wisconsin Model Academic Standards: I.8.5.3 Give examples of how career clusters and pathways can be used in career planning. ASCA National Standards: C:B2.4 Select coursework that is related to career interests.*

Bonduel School District helps to prepare students for future career success by outlining career and educational pathways based on the Career Cluster framework. All students select course work based on their career cluster of interest and planning meetings are held at multiple levels to track student career readiness in relation to their cluster of choice. During a pre-test used in an 8th grade Career Exploration class, it was identified that very few students knew what career clusters are and could not identify a cluster of interest nor high school classes that would be helpful in developing career interests. The Middle School Counselor implemented a unit in this course to give the students the needed knowledge to be successful in identifying career plans and helpful high school courses (see chart 2). At the end of the unit 96% of the students identified a career cluster of interest and 86% could identify high school elective classes that would help them learn more about their career area of interest.



**Personal/Social:** *Wisconsin Model Academic Standards: F.8.1.3 Utilize techniques for managing daily stress and conflict. ASCA National Standards: PS:B1.4 Develop effective coping skills for dealing with problems.*

At the start of the 2011-12 school year a number of 6th grade students were identified as being stressed out in relation to their school work and handling the transition to the middle school. For two of the students identified attendance was also becoming an issue. The middle school counselor started a small group focusing on coping strategies and understanding the difference between good and bad stress. Six students were asked to participate in the group and five actually attend the six group sessions. The perception of stress for all of the students decreased for all students and they increased their knowledge about the causes of stress and how they could handle stress in their life as identified on a pre/post test. The issue of increasing the attendance rate of two particular students was also monitored. Chart 3 shows that student 1 went from having five absences prior to the group to zero once the group started. Student 2 maintained an equal number of absences both before and after the small group intervention. This student has been referred to the Building Consultation Team for further determination of appropriate interventions.



MAJOR ACHIEVEMENTS

The efforts of the Student Support Personnel Team (SSPT) has contributed to many of the major achievements that have taken place at Bonduel Middle School. Some of the achievements include:

- AODA Grant award of \$50,000 given over a two year period. The SSPT wrote, submitted and then oversaw all the components of this grant. Money from this grant allowed the SSPT to create and implement an evidenced based guidance curriculum and other research based programs.
- Implementation of WEB, Where Everybody Belongs—the middle school counselor was trained in and now implements the WEB program which is a peer support program for all 6th grade students.
- Power Pals/Autism Program-members of the SSPT were trained in and have helped implement this program which focuses on helping students with Autism through peer intervention and support.
- Wisconsin School Of Excellence—Bonduel Middle School received this award in 2008 and the SSPT plays an integral role in supporting student success.

MEASUREMENTS

The Student Support Personnel Team (SSPT) values the use of data in the management and delivery of its program. The team works collaboratively with each other and members of the school staff to collect and analyze data necessary to ensure success for all students in career development, personal/social growth and academic progress.

**Academic:**

- Wisconsin Knowledge and Concepts Examination (WKCE): This tool is used to determine academic proficiency of all students and to identify gaps in learning within the school.
- Measures of Academic Progress (MAPS): This assessment is taken by students two times during the school year and measures academic growth in multiple areas. Data from this assessment is used to direct student placement and RtI services.
- Special Education Assessments: Results from multiple assessments determine placement in the correct environment for students.
- Grade Reports: Student grade reports are reviewed at each mid-quarter and end quarter grading period and the SSPT uses this information to identify areas where interventions are needed.

**Personal/Social:**

- Youth Risk Behavior Survey (YRBS): This survey is given to students on a yearly basis and monitors trends in students feelings towards school, risky behaviors and health patterns.
- Student Needs Survey: results from these surveys help to direct responsive services delivered to students.
- Health Screenings: conducted as needed by the School Nurse to identify health problems that may be limiting student performance.
- Harassment I-Form; document students who are victims of bullying and harassment as well as those doing the harassment. This information is used to provide services and interventions for both groups of students.
- Behavioral Referrals: used to track trends in behaviors and students

**Career:**

- Career Cluster Survey: Students take their first survey in 8th grade which helps direct their career path and educational choices as they continue into high school.
- WisCareers: Individual Learning e-Portfolio's are created that help track student progress in reaching their career and educational goals.
- Pre/post Tests: are used in a nine week career course delivered to all 8th grade students to determine if knowledge and application of the targeted curriculum and standards are being met.