



Support Personnel Accountability Report Card for Wisconsin (SPARC-W) 2009-2010 Rationale, Requirements, Guidelines and Application

SPARC RATIONALE

The SPARC is a continuous improvement document that gives a school counseling program and student support team an opportunity to demonstrate effective communication and a commitment to getting results. The Support Personnel Accountability Report Card for Wisconsin (SPARC-W) has been developed by a Wisconsin School Counselor Association (WSCA) advisory group of Wisconsin school counselors.

We hope that you will find the SPARC-W useful in:

- presenting a self-evaluation of your student support system,
- preparing/analyzing results that guide programming for all students in their academic, personal/social, and career goals,
- promoting your program to your school administration, school board, community partners and businesses and parents/guardians,
- preparing reports for school accreditation, grants, or awards recognition, and
- implementing the American School Counselor Association (ASCA) National Standards and National Model for School Counseling Programs and the Wisconsin Comprehensive School Counseling Program Model

If you wish to submit a SPARC-W to the Wisconsin School Counselor Association SPARC-W committee for professional review and award recognition, please follow the directions and requirements delineated in this year's SPARC-W Application Packet.

Deadline for Award consideration: Dec. 15th, 2009

APPLICATION REQUIREMENTS

- 1. You must submit a completed scoring rubric with your SPARC-W. Your SPARC-W will not be considered for an award if you do not self-score your SPARC-W and submit one completed scoring rubric with your seven color copies of the SPARC-W, one cover letter, and one completed application.**
2. Your entire SPARC-W must fit on one 11" x 17" page (double sided) folded into an 8-1/2" x 11" format.
3. **Only SPARC-W's with size 10 to 12 fonts will be considered for a PoP Award.** An 8 point font is acceptable for your graphs. Please make sure that your text is legible for all graphs and narrative sections of the SPARC-W. We suggest that you use Arial or Times New Roman font.
4. **Each acronym needs to be spelled out** the first time it appears in the document.
5. The SPARC-W is a public document and should **not have typographical or grammatical errors. SPARC-W's with more than two errors will not be considered for formal award status.**
6. **"A continuous improvement document sponsored by the Wisconsin School Counselor Association", and the year 2009** must be included in the header of your SPARC-W.
7. The complete application must be received by:

5 PM, Dec. 15th. (*Faxed or e-mailed documents will not be accepted.*)

We encourage you to find SPARC-W layout and editorial assistance from the following personnel:
É District office public relations department
É Yearbook advisor
É English department
É Graphics department
É Desktop publishing class
É Graduate interns

You may include student and/or staff demographics as space allows - they are not required.

The cover letter should include an overview of the process engaged by your team to complete the SPARC-W and a distribution plan for your document.

Please send seven (10) color copies of your SPARC-W, a self-scored scoring rubric, and an application form with cover letter to:

Steve Schneider
113 Park Ave.
Sheboygan, WI 53081

All schools must meet the criteria listed within this document. SPARC-Ws that do not follow submission guidelines, are in size 9 font or lower, or missing essential information such as graphs, signatures, or sections will not be reviewed for award consideration. SPARC-Ws will not be returned for re-writes or corrections.

SPARC-W 2009 GUIDELINES

This section provides additional information on SPARC-W development and scoring.

RESOURCES

For each section of the SPARC-W, we have identified as resources:

~ helpful hints

~ ASCA National Model (available at <http://www.schoolcounselor.org>) applications with page numbers from the original National Model for School Counseling Programs book. You may also want to use the new National Model workbook.

We encourage you to contact student support programs from California, where the SPARC originated. Their Academy Award/Best in the West recipients are willing to share their formats and expertise. You can review 2008 SPARCs at www.sparconline.net

OPERATIONAL DEFINITIONS

The following three definitions of data are taken from: Evidence-Based School Counseling: Making a Difference with Data-Driven Practices by Carey Dimmitt, John Carey & Trish Hatch (2007)

Process Data- provides evidence that an event occurred. It tells us who received services, activities, or lessons; when they received it; and for how long. Process data give us the who, what, when, where and how often information. (p. 41)

Perception Data- tell us what a student learned. Perception data inform us what a student believes, knows, or can demonstrate as a result of a lesson or activity. When school counselors teach a guidance lesson or hold group counseling sessions, they are delivering (or aligning with delivery of) the ASCA National Standards and competencies (Campbell & Dahir, 1997). Standards-based education encourages educators to measure knowledge, attitudes, and skills (Darling-Hammon, 1998). The words *attitude*, *skills*, and *knowledge* form the acronym ASK, which reminds us to assess what students gained or learned from a lesson or activity (Hatch 2005). Perception data measure whether (a) students' *attitude* or beliefs changed or shifted as a result of an activity or intervention, (b) students learned the *skill* (attained the competency), or (c) students' *knowledge* increased. School counselors can collect ASK data about an activity or intervention to determine if it benefited students. (p.41-42)

Results Data- are the hard data, the application data. Results are the proof that the activity or intervention either has or has not positively influenced the students' ability to use attitudes, skills, and knowledge to change their behavior. Behavior changes and their results may be measured with two types of data: achievement or achievement-related. (p. 42)

Community Partnerships/Resources - internal and external agencies and programs that integrate their unique talents and opportunities into your student support system. Collaboration with community partners may include referrals, monitoring, sharing resources, and supervision.

School Counseling Program is a coordinated comprehensive program that is part of the student support system. Credentialed school counselors are responsible for design, implementation, evaluation, and coordination of the student support system.

Student Support Personnel Team - team of site-based licensed or classified personnel, volunteers, or other individuals. They provide a wide range of student support services that impact student academic, career, and personal/social development.

Student Support System - services and programs that provide a coordinated support network for all students.

TECHNICAL ASSISTANCE

If you have any questions or concerns with regard to the SPARC-W or the National or Wisconsin State Standards for School Counseling Programs, please feel free to contact: **Steve Schneider** at steve498@charter.net or (920) 208-1311. Once you have submitted your SPARC-W, we will publish the name, phone number and email of the individual who was responsible for completing the application. This person is responsible for communicating and sharing with other schools that seek technical assistance in developing their SPARC-W. The SPARC-W process involves a network that is non-competitive; every school that meets the demands of the rubric will receive an award.

We encourage you to design your own template that reflects the program at your school and your graphics capabilities. There are plenty of examples from previous SPARC award winners at www.wscaweb.com and www.sparconline.net

HOW AND WHEN WE SCORE YOUR SPARC

PoP Awards will be given to schools with scores of 22 or higher with NO score in the "Does Not Meet Expectations" section. While the difference between exceeds expectations, meets expectations and minimally meets expectations is subjective, we encourage you to use language that reflects a stronger commitment.

For example, "I strongly support the implementation of the National Standards" vs. "I support the implementation of the National Standards" vs. "I am considering support of the National Standards" is a simple example of exceeds expectations, meets expectations, and minimally meets expectations.

An email will be made to the "Individual Completing Application" acknowledging receipt of your SPARC-W application. You will be notified by e-mail by **Feb. 1st, 2010** as to the status of your SPARC-W application. No queries will be answered with regard to application status before Feb. 1st, 2010.

The PoP Award winners will be acknowledged during a special ceremony at the 2010 WSCA conference.

The SPARC-W Components Explained

Principal's Comments

Limit text to one or two short paragraphs. Comments are to be directed toward the student support team as opposed to the entire school.

Your work in this section may be enhanced by reviewing the following National Model applications: Performance Evaluations (p. 62) and Management Agreements (p.46-47).

PRINCIPAL'S COMMENTS	3 EXCEEDS EXPECTATIONS	2 MEETS EXPECTATIONS	1 MINIMALLY MEETS EXPECTATIONS	0 DOES NOT MEET EXPECTATIONS	SCORE
Statement of Support for implementation of the National and Wisconsin State Standards for School Counseling Programs	Statement of support for the implementation of the National and State Standards exceeds expectations.	Statement of support for the implementation of the National and State Standards meets expectations.	Partial statement of support for the implementation of the National and State Standards minimally meets expectations.	No statement of support for the implementation of the National and State Standards.	
Statement on the vital role of the entire student support personnel team in academic success and school safety	Statement on the vital role of the student support personnel team in academic success and school safety exceeds expectations.	Statement on the role of the student support personnel team in academic success and school safety meets expectations.	Partial statement on the role of the student support personnel team in academic success and school safety minimally meets expectations.	No statement on role of the student support personnel team in academic success and school safety.	
Comments (Please print legibly)				Sub-Total	
				Divide by # of Sections	2
				Total (Subtotal ÷ # of sections)	

Principal's Comments

Is your building principal aware of the National and Wisconsin State Standards for School Counseling Programs?

Yes No

Do you meet regularly with your building principal to discuss the counseling program?

Yes No

Is your own understanding of the standards for school counseling programs strong enough to be able to explain what they are and how your program will use them to your principal?

Yes No

Considering everyone's busy schedules, when is the best time to approach your principal to have a discussion regarding the standards?

this spring early summer late summer next fall

Do you have the kind of relationship with your building principal that you could draft some examples of what he could include in his statement without offending him?

Yes No

Student Support Personnel Team

This section provides information about who you are as a team. It reinforces the themes of accountability, professionalism, and open communication with your audience. In addition, you may want to acknowledge some of the school departments or personnel that assist your student support system (e.g. English department, a technical support person, parent/guardian or group).

Helpful Hint:

You may want to consider including a short history of growth and development of your school's student support system. This would be a good place to indicate any Level 1 or 2 training you've done for the Wisconsin Developmental School Counseling Model.

Your work in this section may be enhanced by reviewing the following National Model applications: Delivery System (p.39-44), Beliefs and Philosophy (p.27-29), and Use of Time (p.55-57).

STUDENT SUPPORT PERSONNEL TEAM	3 EXCEEDS EXPECTATIONS	2 MEETS EXPECTATIONS	1 MINIMALLY MEETS EXPECTATIONS	0 DOES NOT MEET EXPECTATIONS	SCORE
Chart provides highlights of student support personnel team. (Chart is mandatory. Service areas include classified staff, nurse, psychologist, etc.)	Education, experience, professional organization memberships, and qualifications for four or more service areas provided.	Education, experience, professional organization memberships, and qualifications for three service areas provided.	Education, experience, professional organization memberships, and qualifications of two service areas provided.	Education, experience, professional organization membership, and qualifications for one service area provided or no chart.	
Role of school counselors in equitable student support system	School counselors design, coordinate, implement, evaluate an equitable student support system that serves all students.	School counselors assist in designing, coordinating, implementing, and evaluating an equitable student support system that serves all students.	Limited information provided on the role of school counselors in designing, coordinating, implementing, and evaluating an equitable student support system.	No mention that school counselors assist in designing, coordinating, implementing, and evaluating the student support system.	
Comments (Please print legibly)				Sub-Total	
				Divide by # of Sections	2
				Total (Subtotal ÷ # of sections)	

Student Support Personnel Team

Who are the other counselors in your department?

Do you have a school psychologist and/or school social worker?

How about a school nurse?

Are there any teachers that have been of particular assistance in the delivery of your program?

Does your department receive any assistance from a secretary or administrative assistant?

School Climate and Safety

Your graphic representations should look similar in style to the graphs in the Results section. Some ideas for the category of school safety are:

- ~ Programs and activities which increase student "connectedness" to school and improve the school climate,
- ~ Programs that teach students conflict resolution and mediation techniques for solving conflicts,
- ~ Programs and activities that reduce incidents of violence at the school site with an emphasis on prevention and early detection,
- ~ Programs that provide age-appropriate instruction on violence prevention, bullying, dating violence, and interpersonal violence prevention, and
- ~ Prevention and response to acts of hate violence, bias-related incidents and discriminatory attitudes.

Helpful Hints:

Keep your graphs simple to read & focus on one concept per graph. Think *USA Today!*
The relationship between the data presented and the student support team should be clearly stated.

Your work in this section may be enhanced by reviewing the following National Model application: Delivery System (p.39-44).

SCHOOL CLIMATE AND SAFETY	3 EXCEEDS EXPECTATIONS	2 MEETS EXPECTATIONS	1 MINIMALLY MEETS EXPECTATIONS	0 DOES NOT MEET EXPECTATIONS	SCORE
Explanation of relationship of student support system	Explanation of relationship of student support system to the overall school climate and safety exceeds expectations.	Explanation of relationship of student support system to school climate and safety meets expectations.	Explanation of relationship of student support system to school climate and safety minimally meets expectations.	No explanation of relationship of student support system to school climate and safety.	
Graphic representations accompanied by a written explanation connecting student support team activity to the results	Two easy-to-read graphic representations of school climate/safety are accompanied by a clearly written explanation strongly connecting the student support team activity to the results.	Two easy-to-read graphic representations of school climate/safety are accompanied by a clearly written explanation connecting the student support team to the results.	Two graphic representations of school climate/safety are accompanied by a clearly written explanation minimally connecting the student support team to the results.	One or no graphic representation of school climate/safety with no connection to student support team.	
Comments (Please print legibly) <i>First year SPARC submissions can use perception data for graphic representations.</i> <i>Award winners must supply perception and results data in subsequent years.</i> <i>(see operational definitions for clarification of different types of data)</i>				Sub-Total	
				Divide by # of Sections	2
				Total (Subtotal ÷ # of sections)	

School Climate and Safety

(see operational definitions for clarification of different types of data)

Has your building used any data to identify areas of concern related to student safety?

Yes No

Are the teachers in the building being asked to use targeted instruction in the classroom to address attitudes of the students?

Yes No

Has the counseling department surveyed the building to discover any real or perceived attitudes by students or faculty regarding feeling unsafe during the school day?

If so, what were the results?

If not, does your gut tell you that there may be issues in your building? What are they and how can you create data to support your gut feeling?

Has the counseling department had any discussions with administration related to the implementation of any programs related to attitudes and perceptions of students related to feeling safe in the building? What was the nature of the discussion?

Student Results

Results are the outcome of what students do, not what adults do. Results are **not** the number of students seen, the number of meetings, conferences, or classes held or attended, or the number of referrals to other agencies or programs. Only student outcome results that your student support system has demonstrably impacted will be considered for a POP Award. **Results should reflect the student performance in any domain or program, not just the numbers or percentage of students placed in those programs. (see operational definitions for clarification of different types of data)**

Presenting your results in graphic form (pie charts, graphs, etc.) and their relationship to the National Standards for School Counseling Programs are essential components for this section. You can use Microsoft Excel to plug your data into a variety of graphs or charts. Three to five data sets including at least three graphic representations of data will make this section complete. Remember to communicate with community partners/resources regarding the use of their data and their contribution in developing your SPARC-W. Don't forget to identify community partnership/resource data; your participation in partnership activities should be linked to successful outcomes.

Helpful Hints:

The relationship between the data presented and the student support team should be clearly stated.

Does your business, math, computer applications departments or service organizations on campus want to crunch numbers for you? Do you have an intern doing a practicum or fieldwork hours at your school who would want to help with your SPARC-W?

Keep your graphs simple to read & focus on one concept per graph. Think *USA Today!*

Your work in this section may be enhanced by reviewing the following National Model applications: Use of Data (p.49-53), Results Reports (p.59-62), Action Plans (p.55).

STUDENT RESULTS	3 EXCEEDS EXPECTATIONS	2 MEETS EXPECTATIONS	1 MINIMALLY MEETS EXPECTATIONS	0 DOES NOT MEET EXPECTATIONS	SCORE
Statement explaining the importance of student results and their relationship to ASCA National Standards and Wisconsin State Standards	Statement explaining the importance of attaining student results and their relationship to National and State Standards exceeds expectations.	Statement explaining the importance of attaining student results and their relationship to National and State Standards meets expectations.	Statement explaining the importance of attaining student results and their relationship to National and State Standards minimally meets expectations.	No statement on the importance of attaining student results and no mention of National and State Standards.	
Graphic representation of data with written explanation connecting student support team activity to the results results in all three domains (academic, career, and personal/social)	Three easy-to-read graphic representations of student data accompanied by a clearly written explanation strongly connecting the activity to the results.	Three easy-to-read graphic representations of student results accompanied by a clearly written explanation that connects the student support team to the results.	Includes three graphics that represent student results accompanied by a clearly written explanation minimally connects the student support team to the results.	Includes one or two graphics with no connection of student support team to results.	
Comments (Please print legibly)				Sub-Total	
<i>First year SPARC submissions may provide <u>two graphs</u> representing two of the three domains.</i>				Divide by # of Sections	2
<i>Award winners must provide graphs in all three domains in subsequent years.</i>				Total (Subtotal ÷ # of sections)	

Student Results

(see operational definitions for clarification of different types of data)

Academic

Is there an identified academic achievement gap in your building? If so, what is it and who identified it?

Has your department done any guidance curriculum related to skills to help students succeed academically? What were the lessons?

Have you gathered data related to the outcome of the lessons? Did students grades improve? Attendance? Referrals go down? What was the outcome?

Career

Do your students create any artifacts (e.g. portfolio entries, career papers, etc.) that display their understanding of a career standard? Are all students expected to create this?

Do you have lessons that expose students to career research technology that they can access and use on their own? Do you have a way to measure if they are using it on their own?

Personal/Social

Do you run any groups for a target population of students who are struggling? How are these students identified, and do you have a way to follow up to see if they have shown improvement since being involved in the group (e.g. fewer referrals, attendance is improved, gpa has increased)

Major Achievements

Achievements that your program contributed to should be mentioned. Don't forget to mention any honors that your community partners/resources might have achieved; your coordination/collaboration with them should have had some relationship to their success. Finally, any school-wide achievements ***that your program contributed to*** should be mentioned as well. A very short description of how the student support system is related to achievement is required to make this section complete.

Some examples:

- “ Boys and Girls Club Outreach Award - Our team provides referrals and technical support to this award winning program.
- “ Distinguished School - Our role in the school safety plan was integral to our school's winning this award.
- “ Redesign of 9th grade orientation program - Our incoming 9th grade class was 90% successful in selection of appropriate coursework upon entrance into high school.
- “ SAT/ACT increase ó Our teamwork effort has helped us increase by 25% the number of students taking these college prep exams.
- “ Our student support program has received SPARC-W PoP Awards for the past two years.

Helpful Hints:

If you use data that has not been generated by your student support system, remember to ask permission to use another program or agency's data. School-wide achievements are acceptable, but the link between the achievement and the student support system must be clearly delineated.

Your work in this section may be enhanced by reviewing the following National Model applications: Results Reports (p.59-62), System Support (p.43-44), and Use of Data (p.49-53).

MAJOR ACHIEVEMENTS	3 EXCEEDS EXPECTATIONS	2 MEETS EXPECTATIONS	1 MINIMALLY MEETS EXPECTATIONS	0 DOES NOT MEET EXPECTATIONS	SCORE
Relationship between student support system and the achievement is cited	Relationship between the student support system and the achievement being cited exceeds expectations.	Relationship between the student support system and the achievement being cited meets expectations.	The relationship between the student support system and the achievement being cited minimally meets expectations.	No relationship between the student support system and the achievement being cited.	
Comments (Please print legibly)				Sub-Total	
				Divide by # of Sections	1
				Total (Subtotal ÷ # of sections)	

Major Achievements

What has your department accomplished in the past 8 months that you are particularly proud of? Explain the actions your department took toward this accomplishment.

Is your department affiliated with any organization that recently was honored for its accomplishments? Did your department contribute to the achievement?

Are you currently working on something that you anticipate will accomplish what you set out to do?

Measurements

Your student support system is involved with a number of surveys and assessments. A lead paragraph helps explain how measurements are used to help students, families, and staff. Some examples are:

Academic

- ~ Preliminary Scholastic Aptitude Test (PSAT), Scholastic Aptitude Test (SAT), American College Testing (ACT), Advanced Placement (AP) Exams- These tests for 4-year college-bound students are critical to our college counseling program.
- ~ Special Education Assessments - Psychologists coordinate this series of assessments to develop programs for students with special needs.

Career

- ~ Armed Services Vocational Aptitude Battery (ASVAB) - Students considering both military and non-military careers receive valuable interest and aptitude information.
- ~ WisCareers, Discover, CareerCruising, etc. - Student work on these computer-based assessments ties directly into their four-year academic and career plans.

Personal/Social

- ~ Health screenings - Nurses conduct health screenings to identify health barriers to academic success.
- ~ Teacher, parent/guardian, and student surveys - Data from these surveys has helped us to direct our efforts to identified areas of need.

Helpful Hints:

Only measurements and assessments are included here, not programs or services.

Your work in this section may be enhanced by reviewing the following National Model applications: Individual Student Planning (p.41-42) and Use of Data (p.49-53).

MEASUREMENTS	3 EXCEEDS EXPECTATIONS	2 MEETS EXPECTATIONS	1 MINIMALLY MEETS EXPECTATIONS	0 DOES NOT MEET EXPECTATIONS	SCORE
Statement of how measurements are incorporated into management and responsiveness of program	Statement of how the measurements are incorporated into management and responsiveness of the program exceeds expectations.	Statement of how the measurements are incorporated into management and responsiveness of the program meets expectations.	Statement of how the measurements are incorporated into management and responsiveness of the program minimally meets expectations.	No statement of how measurements are incorporated into the program.	
Explanation of each measurement in all three domains (academic, career, and personal/social)	Explanation of each measurement administered, listed by domain, exceeds expectations	Explanation of each measurement administered, listed by domain meets expectations.	Explanation of each measurement administered, listed by domain, minimally meets expectations.	No explanation of the measurements administered.	
Comments (Please print legibly)				Sub-Total	
				Divide by # of Sections	2
				Total (Subtotal ÷ # of sections)	

Measurements

What tools does your department currently use to gather data on student achievement?

Grade: _____

Academic: _____

Career: _____

Personal/Social: _____

Grade: _____

Academic: _____

Career: _____

Personal/Social: _____

Grade: _____

Academic: _____

Career: _____

Personal/Social: _____

Grade: _____

Academic: _____

Career: _____

Personal/Social: _____

Community Partnerships/Resources

Your student support system coordinates a variety of resources and collaborates with a significant number of community partners/resources. This section asks you to classify all of your partnerships/resources into the academic, career and personal/social domains. These partnerships/resources should reflect an active relationship in funding, organization, monitoring, collaboration, or referrals with your student support system. Remember to spell out acronyms.

Helpful Hint:

You may want to consider highlighting a community partner and their results working in coordination with your student support team.

Your work in this section may be enhanced by reviewing the following National Model applications: Systems Support (p.43-44).

COMMUNITY PARTNERSHIPS/ RESOURCES	3 EXCEEDS EXPECTATIONS	2 MEETS EXPECTATIONS	1 MINIMALLY MEETS EXPECTATIONS	0 DOES NOT MEET EXPECTATIONS	SCORE
Explanation of the importance of partnerships and description of how the student support system works with them	Explanation of the importance of partnerships, and description of how the program works with student support system exceeds expectations.	Explanation of the importance of partnerships, and description of how the program works with student support system meets expectations.	Explanation of the importance of partnerships, and description of how the program works with student support system minimally meets expectations.	No explanation of the importance of partnerships, and no description of how the program works with student support system.	
List of partnership/resources in each domain of the National and State Standards	List of partnerships in each domain of the National and State Standards exceeds expectations.	List of partnerships in each domain of the National and State Standards meets expectations.	List of some partnerships in each domain of the National and State Standards minimally meets expectations.	No list of partnerships in each domain of the National and State Standards or missing one domain.	
Comments (Please print legibly)				Sub-Total	
				Divide by # of Sections	2
				Total (Subtotal ÷ # of sections)	

Community Partnerships/Resources

Are there any committees that you or anyone in your department sit on that include members from the community?

Are there any community agencies that utilize your department to communicate information or provide programming to your building?

Does your department take advantage of any offerings through the local CESA?

List any academic partnerships.

List any career or business partnerships.

List any personal/social partnerships.

Volunteer Involvement

Student support systems welcome volunteer participation in making a difference for all students. This section addresses volunteer activity related to the student support system. How can volunteers become involved in your mission? Do you have a central contact in the school counseling office for volunteers who might want to help with school counseling events (college night, freshman orientation day, etc.) or assist in grant writing, website design, translation services or be a guest speaker? Here are some examples for volunteer involvement:

- “ Guidance Advisory Council - We have five parent/guardians who meet with us on a quarterly basis to review and support our school counseling program.
- “ Career Day/Week - You can join the twenty-five volunteers who volunteer their services for this event. Career Day/Week is scheduled for ___ next year.
- “ School Counseling Office/Career Center Volunteer - volunteering a few hours a week makes a big difference in helping us to help our students.

Helpful Hint:

Volunteer Involvement is **not** Individual Education Plan (IEP) conferences, 10th grade counseling, or similar types of meetings that focus on interventions or sharing information.

Your work in this section may be enhanced by reviewing the following National Model applications: Advisory Council (p.47-48).

VOLUNTEER INVOLVEMENT	3 EXCEEDS EXPECTATIONS	2 MEETS EXPECTATIONS	1 MINIMALLY MEETS EXPECTATIONS	0 DOES NOT MEET EXPECTATIONS	SCORE
Volunteer activities related to student support services	List of more than two current volunteer activities strongly related to student support services.	List of two current volunteer activities related to student support services.	List of two current volunteer activities that may be related to student support services.	List of current volunteer activities are not related to student support services.	
Recruitment to increase involvement in your program.	Recruitment to increase involvement exceeds expectations.	Recruitment for volunteers to get involved meets expectations.	Recruitment to get volunteers more involved minimally meets expectations.	No recruitment to get volunteers more involved.	
Contact person for becoming involved	Includes a name, number and email of person to contact about becoming involved.	Includes name and number of person to contact about becoming involved.	Includes name of person to contact about becoming involved.	No information on becoming involved.	
Comments (Please print legibly)				Sub-Total	
				Divide by # of Sections	3
				Total (Subtotal ÷ # of sections)	

Volunteer Involvement

List the people who provide volunteer services for your department and in what capacity they volunteer.

Who would a person contact in your department if they were interested in volunteering?

What is that person's phone number and e-mail address?

Focus for Improvement

This section should reflect some of the identified needs for Closing the Gap from surveys, assessment, community feedback and evaluation data collected. For example, does your 10th grade counseling program work for all students or is there a group of students who need a different intervention? Has your school safety plan been updated to reflect current realities?

Some ideas for this section:

- ~ Increase in successful access to post secondary financial aid opportunities,
- ~ Increase in daily attendance of students with health problems,
- ~ Increase in grade point average of special education students, and
- ~ Implementation of support services for students and families participating in the Gifted and Talented program

You have the option of identifying a measurable increase or decrease in a focus for improvement area. Guideline: Do you have a baseline for the focus area before you identify your commitment to improving performance?

Helpful Hints:

- ~ Prioritize your areas for improvement based on data.
- ~ Don't commit in writing to more than your team can deliver. **There is a limit of three items for improvement.**

Your work in this section may be enhanced by reviewing the following National Model applications: Use of Data (p.49-53), Advisory Council (p.47-48), and Program Audit (p.65-66).

FOCUS FOR IMPROVEMENT	3 EXCEEDS EXPECTATIONS	2 MEETS EXPECTATIONS	1 MINIMALLY MEETS EXPECTATIONS	0 DOES NOT MEET EXPECTATIONS	SCORE
Statement regarding commitment to improvement	Statement regarding commitment to continuous improvement exceeds expectations.	Statement regarding commitment to continuous improvement meets expectations	Statement regarding commitment to continuous improvement minimally meets expectations	No commitment to improvement.	
Use of data for identification of areas of need and prioritization of items	Strong use of data to identify areas of need and prioritization of areas of improvement meets expectations.	Use of data to identify areas of need prioritization of areas of improvement meets expectations.	Use of data to identify areas of need and prioritization of areas of need minimally meets expectations (priorities implied).	No use of data to identify areas of need; no prioritization of areas of need or more than 3 items listed.	
Progress on Focus for Improvement from last year's SPARC-W (Only for schools that received a PoP Award in the previous year)	Focus for improvement results from last year has been clearly identified and progress exceeds expectations.	Focus for improvement results from last year have been clearly identified and progress meets expectations.	Focus for improvement results from last year has been identified and progress minimally meets expectations.	Focus for improvement results from last year are not identified.	
Comments (Please print legibly) First year SPARC-W submissions must state that this is their first SPARC-W and that next year's SPARC-W will report on their progress with these items.				Sub-Total	
				Divide by # of Sections	2 (3)
				Total (Subtotal ÷ # of sections)	

Focus for Improvement

Does your department have goals set for this year? What are they?

How will you measure if they have been satisfactorily accomplished?

How did you decide on those goals? Did you use data from your building?

Are there projects or issues that your department has had on the radar but just hasn't had time to get to yet? What are they?

Keeping You Informed

You work hard to provide a host of services and programs to students and families. The purpose of this section is to demonstrate to the school community your commitment to keeping them informed. You may want to consider including data on the number of phone calls made in a typical week, number of hard copies of materials distributed, the number of parents/guardians or students in your e-mail group, or hits you get on your website.

Some examples:

- ~ Our school safety plan is posted on our website and available as a print document for parent review.
- ~ Our Email group has more than 200 parents/guardians and; join us by sending an email to: _____ .
- ~ Our Website averages fifty hits a week; please visit us at http://www._____.
- ~ Phone Calls - our hours for answering phone calls have been extended to 6:00 p.m. on Wednesdays; we return all phone calls within twenty-four hours.

Helpful Hints:

Consider organizing this section by the following categories:

- ~ Personal contact: grade-level meetings, open house, college and financial aid night
- ~ Electronic: phone, email, website, fax, marquee
- ~ Print: newsletters, bulletin board, letters, flyers, brochures

Your work in this section may be enhanced by reviewing the following National Model applications: Calendars (p. 57-58), Individual Student Planning (p. 41-42), and Monitoring Student Progress (49-50).

KEEPING YOU INFORMED	3 EXCEEDS EXPECTATIONS	2 MEETS EXPECTATIONS	1 MINIMALLY MEETS EXPECTATIONS	0 DOES NOT MEET EXPECTATIONS	SCORE
Methods and media used to keep community informed	List of the methods and media used to keep the school and community informed exceeds expectations.	List of the methods and media used to keep the school and community informed meets expectations.	Limited list of the methods and media used to keep the school and community informed minimally meets expectations.	No list of the methods and media used to keep the school community informed is given.	
Efforts to provide material in your school's primary language of students' families	All essential information is provided in the primary language(s) of the students' families.	Most information is provided in the primary language(s) of the students' families.	Some information is provided in the primary language(s) of the students' families.	No mention of information provided in the primary language(s) of the students' families.	
Faculty, administration, local governing board and community receive student support program information and SPARC-W	Sharing of student support program information (including your SPARC-W with faculty, administration, local governing board and community) exceeds expectations	Sharing of student support program information (including your SPARC-W with faculty, administration, local governing board and community) meets expectations.	Sharing of student support program information (including your SPARC-W with faculty, administration, local governing board and community) minimally meets expectation.	No sharing of information or SPARC-W with faculty, administration, local governing board and community.	
Comments (Please print legibly)				Sub-Total	
				Divide by # of Sections	3
				Total (Subtotal ÷ # of sections)	

Keeping you Informed

What are the various communication pieces already in place that you use to share information withí

Students: _____

Faculty: _____

Parents: _____

Community: _____

School Board: _____

CONTENT AND TYPOS/ GRAMMAR	3 EXCEEDS EXPECTATIONS	2 MEETS EXPECTATIONS	1 MINIMALLY MEETS EXPECTATIONS	0 DOES NOT MEET EXPECTATIONS	SCORE
Content	Content has a strong consistent voice and format is exceptionally clear, concise, and significant.	Content has a consistent voice and format is clear, concise and significant.	Content has a mostly consistent voice and format is partially clear, concise, and significant.	Content with an inconsistent voice and format is awkward and lacking significance.	
Typos/Grammar	No typos/grammar problems	1 typo/grammar problem	2 typos/grammar problems	3 or more typos/grammar problems	
Comments (Please print legibly)				Sub-Total	
8 pt Arial font . acceptable for graphs only 10 pt Arial font . acceptable 12 pt Arial font . acceptable				Divide by # of Sections	2
8 pt Times Roman font ó acceptable for graph only 10 pt Times Roman font - acceptable 12 pt Times Roman font - acceptable				Total (Subtotal ÷ # of sections)	

FINAL SCORE	
<ul style="list-style-type: none"> Program of Promise Awards will be given to schools with scores of 22 or higher with NO score in the Does Not Meet Expectations section. 	
GRAND TOTAL	
Additional Comments (Please print legibly):	

The 2010 Program of Promise (PoP) Award Application Form

Please do not alter this application by deleting sections or adding your own wording.

Deadline: MUST be received by 5:00 pm on December 15, 2009
Please note: faxed or emailed documents will not be accepted

School District: _____

School Site: _____

School Level: Elem Middle High School Setting: Urban Suburban Rural Number of Students _____

County: _____

School's State Senate Member Name: _____

School's State Assembly Member Name: _____

Individual Completing Application: _____ Work Phone: _____

Work Address: _____

City/State: _____ Zip Code: _____

E-Mail: _____

Please enclose the following items on this checklist:

- Application Form (with all appropriate signatures)
- Cover Letter (one page overview of your team's SPARC-W process and SPARC-W distribution plan)
- Support Personnel Accountability Report Card for Wisconsin (SPARC-W) (10) ten color-copies
- A completed self-scored SPARC-W scoring rubric.

Student Support Services Team (Certificated, Classified and Volunteer Staff) You may use additional sheets of paper as necessary.

Name	Position	Signature

Principal, Parent and Student Representative Approval:

This SPARC-W accurately reflects our student support system and the efforts of the school counseling program in its design, implementation, evaluation, and coordination. This document was generated by the student support team at our school.

Signature of Principal: _____

Signature of Parent Representative: _____

Signature of Student Representative: _____

Superintendent publication approval:

This document has been approved as a public document. This SPARC-W accurately reflects the student support system and the efforts of the school counseling program in its design, implementation, evaluation, and coordination. This document has been proofread for typographical and grammatical errors. You have my permission to reproduce and post this SPARC-W on the WSCA website and the DPI Counseling and Student Support website. **I give my permission for all or any part of this application to be shared with state legislators and others interested in reviewing our SPARC-W.**

Name of Superintendent: _____

Superintendent Signature: _____ Date: _____

Deadline for receipt of ten (10) copies is December 15, 2009. Please send to:

**Steve Schneider
SPARC-W Committee Chair
113 Park Ave.
Sheboygan, WI 53081**