



PREBLE HIGH SCHOOL

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 Principal: Natasha Rowell

District: Green Bay Area Public School District
 School Year: Traditional • Grade Levels: 9-12
 Setting: Urban • Enrollment: 2,220



2011 Support Personnel Accountability Report Card for Wisconsin
 A continuous improvement document sponsored by the Wisconsin School Counselor Association

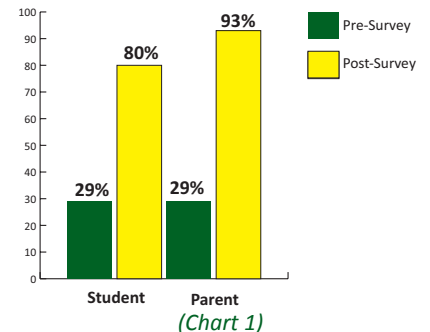
PRINCIPAL'S COMMENTS

As principal of Green Bay Preble High School, I am proud to present our second Student Personnel Accountability Report Card (SPARC-W). Preble High School's motto, "Where Learning Never Ends," is a reflection of our commitment to student engagement. I have observed how the exceptional work of our entire Student Support Personnel Team (SSPT) plays a vital role in engaging students by ensuring their academic success and school safety. Their efforts lead to a supportive school environment, helping all students feel a part of the Preble "family". Preble's dedication to excellence was recognized by community residents when our high school was voted "Best of the Bay" in 2009-10 in competition with a number of other high schools in the area. As a result of our SSPT's "Focus on Improvement" goal from last year's SPARC-W to improve the high school graduation rate, the SSPT worked to achieve greater teacher collaboration, monitoring of student grades, family contacts, and alternative program referrals. Preble has emerged as a leader in graduation rates, attaining an 8.5% higher graduation rate than the district average in the most recent data available from the Wisconsin Department of Public Instruction (Wisconsin Information Network for Successful Schools/WINSS). We anticipate the efforts of our SSPT will have a significant, positive impact on future graduation rates which have steadily increased since 2006-07. Our SSPT acknowledges that student attendance and graduation rates are also strongly correlated. As an additional part of the "Focus on Improvement" goals from last year, our SSPT worked with administration to identify students with the highest levels of tardiness. These students received ongoing, intensive interventions, resulting in an average 26% decrease in tardiness from the previous year. Our SSPT is committed to practicing their profession at the highest level, and I fully support their efforts in implementing the national standards from the American School Counselor Association (ASCA) and the state standards in the Wisconsin Comprehensive School Counseling Model. Our SSPT is indispensable in the continued success of our high school.

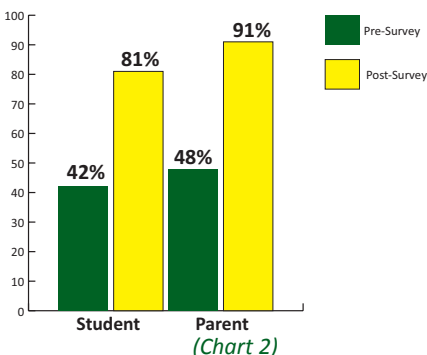
SCHOOL CLIMATE & SAFETY

The SSPT believes all children have the right to feel safe and secure at school and that a secure learning environment is key to the personal and educational growth of all students. Students feel safe and secure in school when they are connected to the teachers/staff whom they can go to if they have issues and concerns. Every 9th and 11th grade student is involved in an Individual Planning Conference (IPC) with their counselor. The IPC is a means of connecting students and parents to school and informing them about resources (counselors, teachers, and other staff members) should they need to access them. Students and parents are surveyed before and after the IPCs. One of the survey questions asked if the student/parent knew their child's social worker. Twenty nine percent of parents and students on the pre-survey indicated they knew

Knowledge of School Social Worker 2011-12



9th Grade Student & Parent Knowledge of How to Access Student & Parent Connect 2010-11



the social worker assigned to them/their child. Post-survey responses indicated 93% of parents and 80% of students learned who their assigned social worker was through the IPC. (See Chart 1). Another survey question asked if the student and parent knew how to access Student Connect and Parent Connect. Student and Parent Connect creates open communication and direct awareness of grades, attendance, GPA, etc. This program provides a vehicle for immediate response when students and/or parents have concerns or questions. By this direct connection, communication with home and school increases and parents/students feel they are supported with help from school. Before the IPC, 42% of the students indicated they knew how to access Student Connect. After the IPC, 81% of the students indicated they knew how to access Student Connect. Parent responses to this question were 48% (pre-survey) and 91% (post-survey). (See Chart 2). These survey questions show evidence of the SSPT involvement in students and parents feeling connected and supported in school.

STUDENT RESULTS

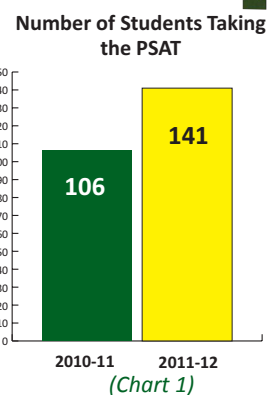


Student Achievement is the primary focus of Preble's SSPT. We collect and analyze data and align its purpose with standards for student achievement taken from the American School Counselor Association National Model for School counseling Programs and from the Wisconsin Comprehensive School Counseling Model. The SSPT creates and implements a comprehensive school counseling program focused on all students demonstrating improvement in academics, career development/post-secondary planning, and personal/social growth.

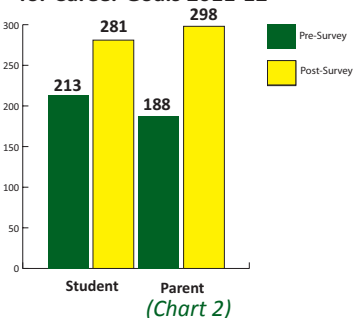
Academic: ASCA Standard: A:C1.6 – Understand how school success and academic achievement enhance future career and vocational opportunities. Wisconsin Standard: B.12.2.2 – Apply problem-solving and decision-making skills to assess progress toward educational goals.

The Preliminary Scholastic Aptitude Test (PSAT) is administered annually to college-bound sophomores and juniors at Preble High School through the support of the SSPT. The PSAT assesses student performance using a timed, standardized format, with specific feedback given afterwards on each student's academic strengths and weaknesses.

This experience can lead to increased achievement on the Scholastic Aptitude Test (SAT) and the American College Test (ACT). In 2010-11, 106 sophomores and juniors at Preble took the PSAT. In a targeted effort to increase participation in the test in 2011-12, members of the SSPT sent personal invitations to qualified students, displayed an announcement on the jumbo screen (called the "Hornet-tron") in the commons, submitted announcements to be read and posted on the Preble website, sent emails to parents/guardians of sophomores and juniors, included test information in the Preble newsletter, and encouraged teachers and club advisors to share the opportunity. As a direct result of the efforts of the SSPT, 141 students registered for the test in 2011-12, which is a 25% increase over the previous year. (See Chart 1).



Knowledge of Courses for Career Goals 2011-12



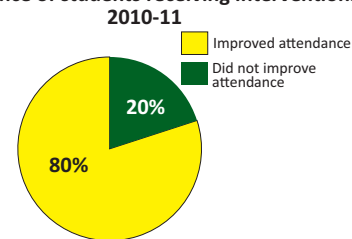
The SSPT at Preble High School is committed to ensuring all students are engaged in developing an educational plan that is strongly connected with their career goals. This year, the school counselors and teachers of our freshmen Social Studies classes worked together to organize and facilitate a one-day lesson where freshmen students took two assessments. One assessment allowed students to identify their dominant learning style; the other assessment focused on the student's likes and dislikes as they related to potential career choices. The students then selected three possible careers and two career cluster areas based upon the results of these two assessments. This information was saved to every student's individual electronic portfolio. During the student's Individual Planning Conference (IPC) we used this information to develop an individualized plan outlining the student's career goals, co-curricular activities of interest, and a four-year course plan. Students and parents completed a pre and post survey before and after the IPC. One of the questions asked was, "I understand the classes that I (my student) need(s) to take during the four years of high school to meet individual and post-secondary goals. The student responses were 213 (pre-survey) and 281 (post-survey). The parent responses were 188 (pre-survey) and 298 (post-survey). (See Chart 2.) This indicates a significant increase in student (76%) and parent (63%) understanding of what courses will contribute to the student's individual and career goal because of having completed the four-year plan during the IPC. This plan will be reviewed and changed, if needed, by the student and counselor at course registration time; it will also be reviewed at the junior year IPC.

Careers: ASCA Standard: C:B1.2 – Identify personal skills, interests, and abilities and relate them to current career choice. Wisconsin Standard: H.12.1.1 – Review and revise an individual learning plan to enhance educational achievement and attain career goals.

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Attendance of students receiving interventions 2010-11

Attendance of students receiving interventions 2010-11



Personal/Social Growth: ASCA Standard: PS:B1.9 - Identify long- and short-term goals. Wisconsin Standard: E12.1.1 – Demonstrate commitment and persistence in the pursuit of a goal.

It is well documented that students who struggle with attendance have difficulty performing well in school. It is also well documented that students who feel connected to at least one person at school have better attendance and academic performance. During the 2010-11 school year we identified 103 incoming 9th grade students who have attendance issues and worked intensely with them (See chart 3). Eighty-two of these students (80%) made improvements in their attendance. Of the 103 students who received these services, 49 students (48%) were referred to, or worked with, community services.

FOCUS ON IMPROVEMENT



Focus for Improvement

The Preble High School SSPT is committed to providing the highest quality service to our students and families with the goal of every student being a graduate. Efforts of our SSPT to provide targeted interventions to credit deficient students has allowed our graduation rate to climb to 92% for the class of 2010, however, we strive for continual improvement. The SSPT acknowledges that success in the freshman year supports high graduation rates. In the spring of 2011, the SSPT surveyed teachers and parents of freshmen and identified areas for improvement. Eighty-two percent of teachers indicated study habits were the biggest challenge impeding the success of 9th graders. Fifty percent of parents felt their child's greatest obstacle was homework completion. Members of the Preble SSPT worked with middle school counselors to identify incoming freshmen who struggled with study habits and homework completion. We assigned those students to study halls during two specific hours of the day to ease coordination of groups conducted by our SSPT that focus on homework completion, study skills, learning styles, and test taking strategies. We will document the grades of these students before and after the intervention, with the goal of improving academic success and student engagement to support an increased graduation rate.