



PREBLE HIGH SCHOOL

2222 Deckner Avenue • Green Bay • WI • 54302
 Phone: (920) 391-2400
 Web: www.gbaps.org/hs/preble
 Principal: Natasha Rowell

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



2012 Support Personnel Accountability Report Card for Wisconsin

A continuous improvement document sponsored by the Wisconsin School Counselor Association

PRINCIPAL'S COMMENTS

As principal of Preble High School I am proud to present our third Student Personnel Accountability Report Card - Wisconsin (SPARC-W). Preble High School's motto, "Where Learning Never Ends," is a reflection of our commitment to student learning and engagement. I have observed how the Student Services Personnel Team (SSPT) plays an integral and vital role in the academic success and safety of all Preble High School students. Preble's dedication to excellence was recognized when we were listed fifth among Wisconsin's public high schools in "U.S. News and World Report" in 2012. This is based upon student performance on state tests and college level exams (i.e. -International Baccalaureate (IB) and Advanced Placement (AP)).

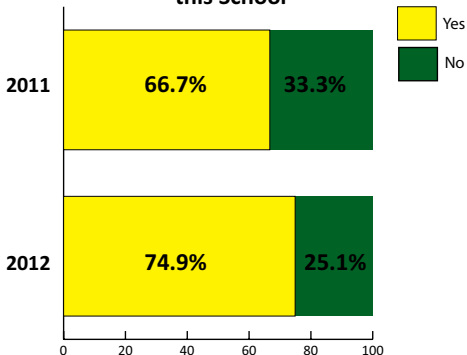
Specifically, the SSPT focused on a target study skills group. The goal was to support ninth graders who were struggling academically during the second progress report grading period. Those targeted students participated in an eight session study skills group. The group topics included identifying their learning style(s), study strategies, time management and preparing for exams. We also discussed note-taking, test-taking, and decision-making/problem-solving situations for them to be more successful. The data collected showed significant increases in students' grade point averages (GPAs) in all but one area. Although they did not achieve this goal at the level of success they had hoped, our SSPT is focused on ensuring greater success for our students next year. On a 4.0 scale overall, student GPAs for students in the group increased by nearly 0.89% in English (from 1.67 to 2.56), decreased 0.11% (from 2.11 to 2.00) in Math, increased over .22% in Science (from .78 to 1.00), and increased over 0.11% in Social Studies (from 1.22 to 1.33).

SCHOOL CLIMATE & SAFETY

Some of our SSPT members facilitated the Safe and Supportive Schools (S3) Grant. A part of the grant involved completing the Youth Risk Behavior Survey (YRBS). Freshmen and juniors answered questions regarding how safe they felt in school and whether there were adults they could go to if they needed support and/or had questions. One question on the survey pertained to whether the students felt school was a friendly and welcoming atmosphere. In 2011 and 2012, 53.4% and 59.3% of students answered they agree or strongly agree that school was a friendly and welcoming atmosphere. On the 2011 survey, 66.7% of our freshmen and juniors responded they agree or strongly agree they belong in school. On the 2012 survey, 74.9% of the

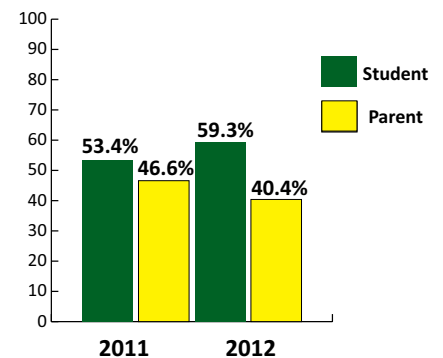
students responded they agree or strongly agree that they belong in school. These two survey questions show significant increases (5.9% and 8.2%) in students' feeling that school is a welcoming place and that they belong here. Our SSPT members organized an eighth grade transition night to help facilitate the feeling of school being a safe place where students feel they belong. Part of this night involved students being able to learn about co-curricular activities available to them; we know this enhances student connectedness to school. SSPT members were also involved in contacting parents before parent/teacher conferences and inviting them in to school. This helped parents and students feel welcome. Staff completed a dots activity where they identified students with whom they felt they had a connection. The S3 staff then identified students who had few, if any, teachers identify them and made a concerted effort to try to make these students feel welcome and a part of school. SSPT members were leaders in all of these activities and the results of their efforts are indicated in the graphs.

Percent of Students who Agree or Strongly Agree that they Belong at this School



(Chart 2)

Percent who Agree or Strongly Agree that School is a Friendly and Welcoming Atmosphere



(Chart 1)

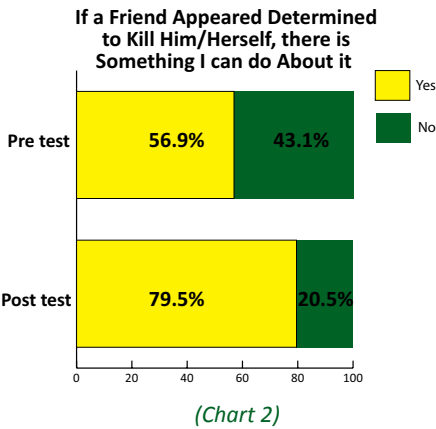
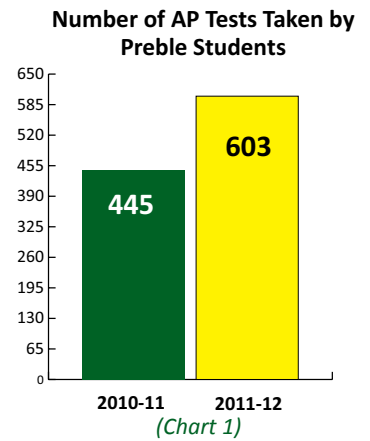
STUDENT RESULTS



Preble High School's SSPT considers student achievement its primary focus. Addressing specific standards for student achievement that are taken from the American School Counselor Association (ASCA) National Model for School Counseling Programs and from the Wisconsin Comprehensive School Counseling (WSCA) Model, the SSPT ensures students show improvement in academics, career development/post-secondary planning, and personal/social growth.

Academic: ASCA Standard A:2.2 – Demonstrate how effort and persistence positively affect learning.
Wisconsin Standard: A12.3.1 – Demonstrate the ability to be dependable, productive and take initiative for school success.

Preble High School students have the opportunity to earn college credit by taking AP tests from the College Board. In Spring 2011 and Spring 2012, 445 and 603 AP tests were taken by Preble students respectively. This is an increase of 158 tests. This increase in AP test registration is a direct result of SSPT members encouraging students to sign up for AP courses and examinations during our ninth and eleventh grade Individual Planning Conference (IPCs).



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.

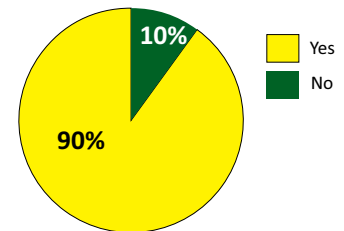
The Preble High School SSPT is devoted to ensuring the safety of every student and promoting the concept of peers helping peers to foster a commitment to each other and the larger school community. One of the initiatives in alignment with this commitment is the implementation of the Signs of Suicide Program (SOS). This program teaches students to recognize the warning signs of suicide as well as a peer to peer help-seeking model known as Acknowledge, Care, and Tell (ACT). This program is delivered by "PEER leaders" to targeted groups of students who have historically been deemed at higher risk, including freshmen, students comprising the Gay Straight Alliance (GSA) club, students identified with an emotional-behavior disorder, and recently expanded to all juniors, enabling our students to receive this critically important information twice within their high school career. Close to 700 students received this information last school year due to this expansion. In addition to the YRBS, a pre/post test format is utilized to measure effectiveness of the presentation. Student responses on the pre and post tests indicate that 56.9% and 79.5% of the students respectively knew there was something they could do if a friend appeared determined

to kill him/herself. This is a 23% positive change from the pre to post test on the question that reads, "If a friend appears determined to kill him/herself, there is nothing I can do about it." Based on this significant improvement, it is felt the presentation is effective in conveying the importance of peers helping peers to potentially save lives. See Chart 2 at left.

Career: ASCA Standard C:B1.1 – Apply decision-making skills to career planning, course selection and career transition.
Wisconsin Standard H.12.1.1 – Review and revise an individual learning plan to enhance educational achievement and attain career goals.

Our Preble SSPT collaborated with our social studies teachers to develop a Career Cruising activity for our freshmen. This involved the social studies teachers providing a video tutorial followed by students using the website with their netbook computers. The activity involved students taking several of the assessments, saving careers of interest to their portfolio, updating career and life goals, working on their portfolio, and then completing an assignment. At the end of the assignment, students answered the question, "As a result of today's lesson, I feel more prepared to explore and plan for my future career opportunities." Ninety percent of the respondents answered "yes." This is a clear indication the efforts of the SSPT increased student decision-making skills in reference to career planning and career goals. See Chart 3 at right.

As a Result of Today's Lesson, I Feel More Prepared to Explore and Plan for My Future Career Opportunities



FOCUS ON IMPROVEMENT



Focus for Improvement

The Preble High School SSPT is committed to providing the highest quality service to our students and their families. This year our SSPT has committed to a goal of working to Close the Achievement Gap by focusing on the attendance of targeted at-risk students. We will be developing and using an attendance intervention tracking and documentation form to target specific students from the lowest-attending Wisconsin Department of Public Instruction (DPI) School Report Card subgroups and implement interventions to achieve a two percent increase in attendance. This goal aligns with the way our school success is measured on the DPI State Report Card as well as our district and school goals. We will be using the attendance records of our targeted students and reporting on this in our next SPARC-W.