

# Sheboygan South High School

www.sheboygan.k12.wi.us/south

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## 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**).

