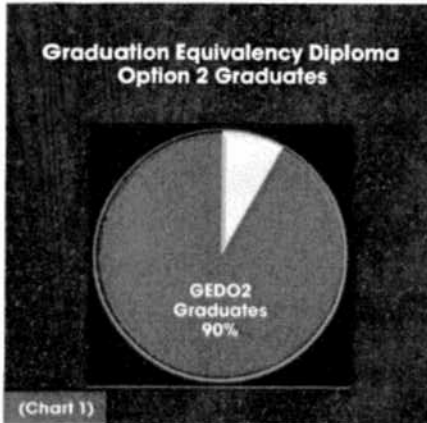




Student Results

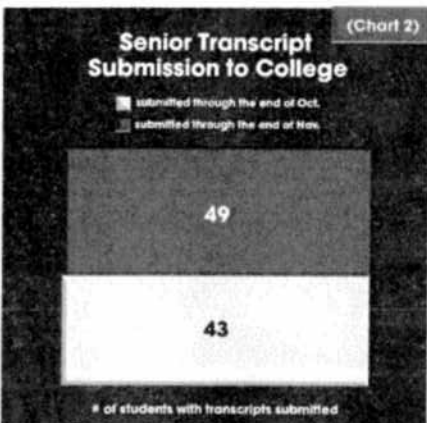
Sheboygan South's Student Support Personnel Team considers student achievement as its primary focus. Addressing specific standards for student achievement that are taken from the American School Counselor Association National Model for School Counseling Programs, and from the Wisconsin Comprehensive 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*

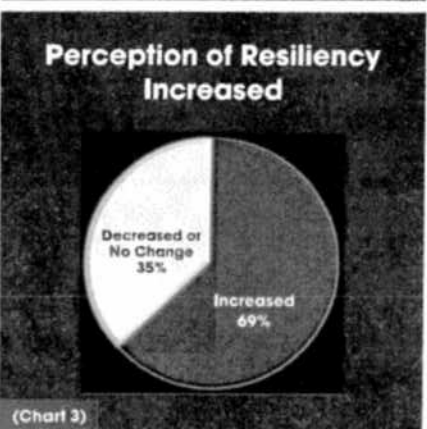
The SSPT understands that they play a critical role in the academic development and success of the students at Sheboygan South HS. Recognizing that there was no intervention available for students who were dropping out of high school, the school counselors worked to reduce the number of dropouts by being 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.