

## VOLUNTEER INVOLVEMENT

Utilizing community volunteers is extremely helpful for providing as much support to students as possible. The L. B. Clarke Student Support Personnel Team recognizes the important roles volunteers provide to support students' academic, career and personal/social development. Volunteer opportunities at L. B. Clarke include, but are not limited to:

- Parent Advisory council meets two times each year with district counselors to enhance program offerings.
- Parents can serve on building leadership teams to help with the planning and follow through of a variety of programs.
- Joining the Parent Teacher Organization (PTO) is a great way to get involved with L. B. Clarke Middle School.
- Activity Nights offer a variety of chaperone opportunities as well as areas where parents/community members can lead student activities.
- Parents have the opportunity to sign-up for Career Day where they can interact with students and teach them about their career choice.

We recognize that there are many community members and parents with specific skills and abilities who might be interested in sharing those with our students. Additional volunteers, as well as new ideas, are always welcome. If you are interested, please contact:

Brian Schley  
School Counselor  
Phone: (920) 794-1614  
E-mail: [schlebri@trschools.k12.wi.us](mailto:schlebri@trschools.k12.wi.us)

## FOCUS FOR IMPROVEMENT

The L. B. Clarke Middle School SSPT is committed to providing as much support to students and families as possible. 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 district, and therefore make a concerted effort to address these goals.

Over the past two school years we have introduced Individual Planning Conferences for students and their parents/guardians. Families meet with their counselor to go over future plans and goals in an effort to help families become aware of their educational options. We look at multiple aspects of the individual's personality to help us understand which educational

areas could be the best matches. This is a strengths-based meeting where we view the student's positive attributes and find which direction those strengths point us toward.

Through this introductory phase, 25% of 8th grade families attended Individual Planning Conferences. Our goal for the 2010-11 school year is to increase attendance to include 50% of all 8th grade families. Attending parents/guardians have rated the value of the conference at a 4.8 on a 5 point scale. Our goal is to increase the attendance so more families have the opportunity to attend this valued conference.

## KEEPING YOU INFORMED

The Student Support Personnel Team (SSPT) encourages open lines of communication with families and community members. Those lines will remain open as we continue to share information, including this SPARC-W in the following means:

- All parties can view the SPARC-W in the main office at L.B. Clarke Middle School
- The SPARC-W will be made available during school sponsored activities such as parent/teacher conferences
- Administrators received a copy of the SPARC-W
- The Board of Education will receive a copy during a Board meeting along with information from the Counseling Department.

Parents participate in student educational planning through parent/teacher conferences, 8th grade Individual Planning Conferences, Individual Education Plan meetings and Building Consultation Team meetings. Translation for parents is provided during parent conferences and with written communication. Parents receive continuous updates in the following ways:

- L. B. Clarke Middle School's website (<http://www.trschools.k12.wi.us/Clarke/web-content/index.html>)
- The Two Rivers Public Schools website (<http://www.trschools.k12.wi.us>)
- Daily announcements are read to students
- Monthly parent newsletter from the principal
- Skyward on-line access for parents to monitor student progress and assignment completion
- Progress reports sent out quarterly; mid-quarter reports sent out each quarter
- Phone calls detailing relevant issues



# Support Personnel Accountability Report Card 2010

*"A continuous improvement document sponsored by the Wisconsin School Counselor Association"*

L.B. Clarke Middle School  
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Two Rivers, WI 54241  
Phone: (920) 794-1614  
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<http://www.trschools.k12.wi.us/Clarke>

District: Two Rivers Public Schools  
Principal: Ms. Lisa Quistorf  
Enrollment: 499  
School Year: Traditional  
Grade Levels: 5-8



## PRINCIPAL'S COMMENTS

It is with great pleasure that I am writing on behalf of L. B. Clarke Middle School's Student Support Personnel Team (SSPT). The SSPT plays a vital role in ensuring academic success and safety of all Clarke students. Our team is comprised of dedicated and highly qualified staff members who are committed to meeting the needs of students.

I strongly support our SSPT's dedication to providing a comprehensive guidance program that is aligned with the American School Counselor Association (ASCA) National Standards and the Wisconsin Standards for School Counseling. We have worked vigorously in developing, implementing, and monitoring successful programs in the three domains of personal/social, academic, and career development.

Our team plays a vital role in maintaining school safety and a positive climate as demonstrated in the way our staff and students show their "Charger Pride."

## STUDENT SUPPORT PERSONNEL TEAM

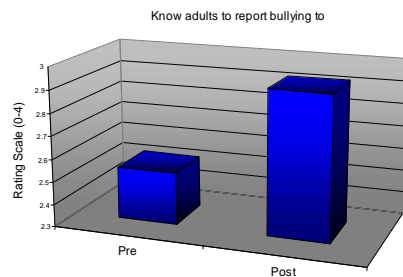
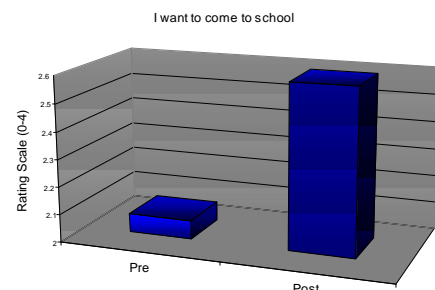
Position	Name	Credentials	Professional Memberships	Years of Experience
School Counselor	Brian Schley	MS 6 School Counseling	WSPA	3
Principal	Lisa Quistorf	MS 6 Administration	AWSA	25
School Psychologist	Andrea Garmello	MS 6 School Psychology	N/A	27
Discipline Coordinator	Vicky Jeske	HS Diploma, various trainings	N/A	21
School Nurse	Janice Van Drisse	Registered Nurse	WASN, NASN	42
Police School Liaison Officer	Monty Greene	BA 6 Criminal Justice/Political Science	TRPPA, WPPA, WSROA	21

The Student Support Personnel Team, through staff development, collaboration and the use of evidence based best practices, is committed to ensure literacy for all students. The team is composed of student-focused team members who work together to create a successful

learning environment for each student. The counseling department has been trained in Levels 1 and 2 of the Wisconsin School Comprehensive School Counseling Model and offer Individual Planning Conferences for all 8<sup>th</sup> grade students and their parents/guardians. Our standards-based practices are designed to positively impact the academic, personal/social, and career domains of all students. The school counselor designs, coordinates, implements and evaluates equitable student support systems that serve all students through building consultation, individual counseling, group counseling, classroom presentations, and parent presentations. The Student Support Personnel Team meets on a weekly basis to ensure all of our students become successful learners.

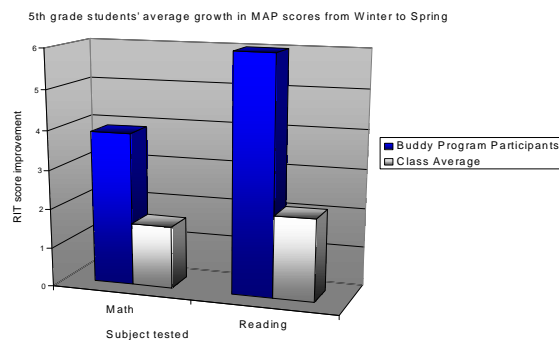
## SCHOOL CLIMATE AND SAFETY

The Student Support Personnel Team (SSPT) believes all children have the right to feel safe and secure in school, and recognizes that it plays a vital role in helping establish and maintain a safe and positive school climate. Students at L. B. Clarke show their Charger Pride by demonstrating respect for all Clarke students. In 5th grade Learning Is For Everyone (LIFE) class, taught by the school counselor, students are taught how to identify bullying, what to do if they are bullied, who they can report bullying to, and what they can do if they are bystanders to a bullying situation. After completing the bullying unit in class, 5th grade students reported a greater will to come to school as well as a greater understanding of the adults they can report bullying incidents to. The SSPT will continue to take a hard stance against bullying at L. B. Clarke while being proactive in teaching bullying to incoming 5th grade students.



- Students reported their skills grew 36.7% through their time in the Buddy Program.

Both 5th and 6th Grade Buddy Program participants saw greater gains than their classmates in Math and Reading Measures of Academic Progress (MAP) scores. The chart below highlights the 5th grade students' success.



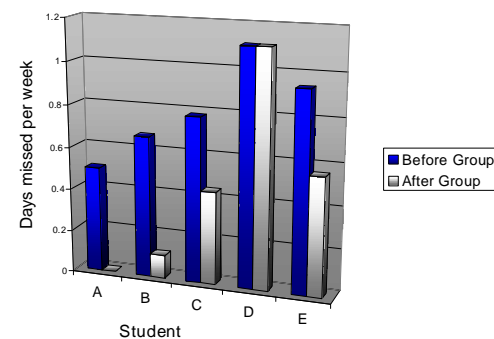
#### Personal/Social

ASCA Standard: PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices

Wisconsin Standard: PS:A2.1 Distinguish between appropriate and inappropriate behavior

The counseling department strives to help students make positive choices in their personal lives. At times, this may include individual counseling or group counseling to help foster change. A "Personal Responsibility" group was piloted during the 2009-2010 school year with a goal of increasing school attendance in a group of 5<sup>th</sup> grade students who had a significant amount of absences. Upon completing the group, students saw a 45% increase in attendance. The absences of each group member can be seen in the graph below.

Personal responsibility group members average days missed per week prior to and after starting group



#### MAJOR ACHIEVEMENTS

The efforts of all Student Support Personnel Team (SSPT) members have contributed to many school-wide achievements. Collaboration and communication among the SSPT are critical to the success of the school. Some of the achievements include:

#### STUDENT RESULTS

L. B. Clarke Middle School's Student Support Personnel Team (SSPT) follows 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, and personal/social growth.

##### Academic

ASCA Standard: A:A2.2 Demonstrate how effort and persistence positively affect learning

Wisconsin Standard: A.A1.1 Demonstrate competence and confidence as a learner

The Buddy Program, a peer tutoring program, was designed by the school counselor to help students gain academic success while increasing self-esteem, confidence, and gaining a greater connection to school. The Buddy Program pairs at-risk 5<sup>th</sup> and 6<sup>th</sup> grade students with older, 7<sup>th</sup> and 8<sup>th</sup> grade students to work on math, reading, and organizational skills before school two mornings each week.

Teachers reported:

- Students' skills increased 54.6% during their time in the Buddy Program.
- Students' behavior in class improved 18% during the same time.

Students self-reported:

- Students' self-esteem grew 8.2% while partnered in the Buddy Program.

- The counseling department developed and implemented the Buddy Program--a before school peer tutoring program to help raise achievement scores in 5<sup>th</sup> and 6<sup>th</sup> grade students.
- The counseling department initiated Individual Planning Conferences with all 8<sup>th</sup> grade students and their parents to help with career planning and high school transition.
- The counseling department piloted a Personal Responsibility Group that saw a 45% increase in school attendance from group members.
- The counseling department, in coalition with the Student council, initiated Activity Nights during the school year to offer after school activities for students.
- The counseling department built a curriculum focused on personal/social, academic, and career issues which is delivered to all 5<sup>th</sup> grade students through rotating quarter classes.

#### MEASUREMENTS

The Student Support Personnel Team (SSPT) works collaboratively with teachers and administration to evaluate student progress in the academic, personal/social, and career domains. We evaluate data from a number of assessments to provide support in those areas most needed of improvement. The specific assessments include:

##### Academic:

- Wisconsin Knowledge and Concepts Examination (WKCE): Assess proficiency levels to help provide students with needed support programs and to drive intervention programs.
- Measures of Academic Progress (MAP): Computer-based test in math and reading to help reveal potential gaps in student learning and to monitor progress of targeted students.
- Special Education Assessments: Results determine appropriate student placement in the least restrictive environment. Individual Education Plans (IEP's) are written to meet the academic goals of students with special needs.

##### Career:

- WISCareers: Career Interest Snapshot
- Individual Learning Plans (ILP's): Students complete ILP's prior to having their Individual Planning Conference meetings with their parents and the school counselor to help develop goals and future career plans.
- Multiple Intelligence Survey: This survey shows that all students are smart in some aspects, and understanding these aspects can help guide students toward a career path.

- Personality Inventory: Students get a glimpse into their personality to look at the possible careers that would be enjoyable, successful matches.
- Learning Style Inventory: Students are educated on learning styles and gain an awareness of how their learning style may affect their classroom preferences as well as potential careers.

##### Personal/Social:

- Attendance Data: The team uses the data to implement programs and strategies to improve student attendance. These records help create attendance groups for the counseling department.
- Behavioral Reports: Data is evaluated by the SSPT to determine appropriate interventions for individual students and groups of students.

#### COMMUNITY PARTNERSHIPS/RESOURCES

Community partnerships are vital to our students' success and we actively seek partnerships with parents, community members, and business organizations. These partnerships are integral components of our comprehensive school counseling program providing valuable educational experiences and extracurricular activities, such as professional speakers to promote student growth and development, counseling services, career speakers, and opportunities for further collaboration in each of the three comprehensive counseling curriculum areas.

##### Academic Domain:

- Two Rivers Police Department: D.A.R.E. program delivered to all 5<sup>th</sup> grade students
- Wisconsin Department of Instruction: 8<sup>th</sup> grade covenant

##### Personal/Social Domain:

- Manitowoc County Sexual Assault Resource Center: Healthy relationships discussions with groups of students
- Lakeshore Family Resources: Presentation to all 8<sup>th</sup> grade students.
- Manitowoc County Public Health Nurse: Assists with small groups and offers grade level presentations
- Project Youth: Presentation to all 8<sup>th</sup> grade students

##### Career Domain:

- The Chamber of Manitowoc County: Careers in the Cafeteria, community members meet with all 7<sup>th</sup> and 8<sup>th</sup> grade students to discuss various career topics during lunch time