



LOMBARDI MIDDLE SCHOOL

2010

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Principal: Nancy Croy

District: Green Bay Area Public School District
School Year: Traditional • Grade Levels: 6-8
Setting: Urban • Enrollment: 780



Support Personnel Accountability Report Card for Wisconsin

A continuous improvement document sponsored by the
Wisconsin School Counselor Association

PRINCIPAL'S COMMENTS

As principal at Lombardi Middle School I am proud to present our second Student Personnel Accountability Report Card (SPARC-W). Lombardi Middle School's motto "We're in-Vince-ible!" is reflected in all that happens at the school. High academic test scores and a high rate of student participation in extra-curricular activities are signs that students and staff take the motto to heart. The Lombardi Student Support Personnel Team (SSPT) plays a vital role in ensuring student engagement and academic success as we strive to provide all students with a rigorous and supportive school experience. 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 National Standards and the Wisconsin Standards for School Counseling. Our team plays a vital role in maintaining school safety and a positive climate as demonstrated by leadership in our Positive Behavior Intervention and Supports System (PBIS) called "The Lombardi Way."

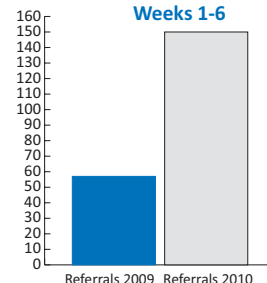
The Lombardi SSPT identified working with at-risk students as the focus for improvement last year. Multiple steps were implemented in following this plan. At-risk students were mentored by our SSPT, with frequent parent contacts and student rewards applied. The SSPT worked with students failing academic classes in our Intensive Care Unit (ICU), which is a lunch homework-help program staffed by our counselors. At-risk students were reminded of their goals and were reinforced for their achievements and successes. Data from student attendance and grade reports was monitored, and although we did not achieve the improvement we had anticipated, our belief is that with time and continued effort, at-risk students' attendance and grade point averages will improve. This theory is being reinforced by data collected this year which is showing a significant improvement in grades and attendance. We believe that our at-risk students are more engaged in school because of the connection they have made with their counselor as well as the belief instilled that they CAN succeed.

SCHOOL CLIMATE & SAFETY

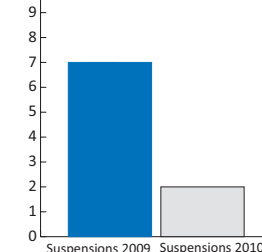
The SSPT believes all children have the right to feel safe and secure in school, and that a secure learning environment is key to the personal and educational growth of all students. The team contributes to the overall school climate and safety in a variety of ways including active student supervision, facilitation of conflict mediation, as well as the development, implementation, evaluation and support of "The Lombardi Way," an all school goal in which respect, responsibility, and safety are the focus points. Character education and anti-bullying lessons are developed, planned, and presented to all students by counselors and teachers.

Staff and students have been surveyed regarding school climate and safety. Beginning in the fall of 2010, "The Lombardi Way" was expanded with the implementation of Positive Behavior Interventions and Supports System (PBIS). Members of the SSPT are instrumental players on the team and have developed and monitored the PBIS plan for our school. Although this is a base-line data year for our school, we anticipate the data will show that teaching our students appropriate school behavior will lead to improved behavior as well as increased academic learning. As we establish our data this year, we predict the numbers of behavior referrals will rise, not because the actual number of discipline incidents will increase, but because the referral system and expectations for students have become uniform and taught to students by all teachers. Data from the first six weeks of the 2010-11 school year demonstrates we are correct in our assumption. Although behavior referrals rose significantly, the number of out of school suspensions dropped dramatically. The first chart shows the increase of "documented" discipline referrals. There is a significant increase because all staff members are now documenting behavior incidents in a uniform manner. While they are documented, staff members continue to handle the bulk of behavior incidents in the classrooms, hallways, lunchroom, etc. The second chart shows the drop in out-of school suspensions for the first six weeks of the 2010-11 school year compared with the first six weeks of the 2009-10 school year. Current data is encouraging and supports our belief that teaching universal behavior expectations creates positive change.

Documented Discipline Referrals Weeks 1-6



Number of Out of School Suspensions Weeks 1-6



STUDENT RESULTS

The Student Support Personnel Team (SSPT) follows national and state standards to provide services for all students in the academic, career, and personal/social domains. The SSPT creates and implements programs to address the needs of students. These programs have been evaluated with process, perception, and results data.

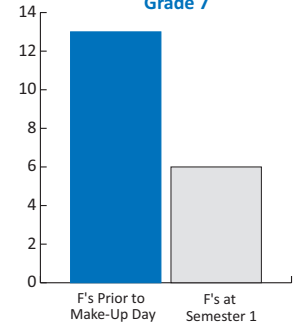
Academic Domain

American School Counselors Association (ASCA) Standard: A:B2.6 Understand the relationship between classroom performance and success in school

Wisconsin Standard: B:8.1.3 Apply the study skills necessary for academic success at each level

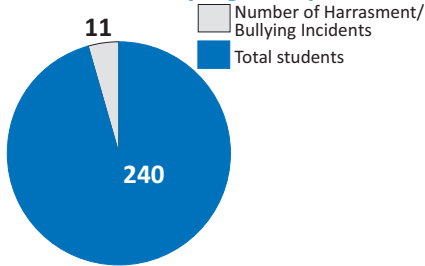
As a strategy to improve student learning, our SSPT developed a program called Intensive Care Unit (ICU) in which students with failing grades are assigned to work with the counselors during their lunch period. Students are assisted with organization as well as completing late and missing assignments. Near the end of the first semester of the 2009-2010 school year, seventh grade students in ICU were offered an additional make-up day with their counselor. The students spent the entire day completing late and missing homework. The following graph indicates the results of the make-up day, comparing the number of failing grades before the make-up day with the number of failing grades on the semester report card.

Results from Make Up Day
Grade 7



Personal/Social Domain

7th Grade Harrasment/Bullying Comparison



ASCA Standard: PS:A2.3 Recognize, accept and appreciate individual differences

Wisconsin Standard: D.8.1.1 Respect and support differences in ethnic and cultural diversity, as well as diversity in other forms

Middle school students struggle with acceptance of themselves and others. Our SSPT works with all students to help them acquire self-knowledge and interpersonal skills. Anti-bullying lessons are taught at the beginning of the school year. Following anti-bullying and diversity lessons in the fall of 2009, all seventh grade students were asked to sign an Anti-Bullying Pledge. The chart below shows that of the 240 students who signed the pledge, only 11 of those students were referred to the office for bullying or harrasment incidents.

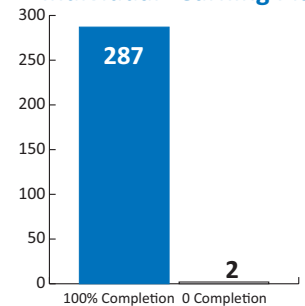
Career Domain

ASCA Standard C:C1.3 Identify personal preferences and interests influencing career choice and success

Wisconsin Standard: I:8.1.1 Use career planning strategies and tools to develop career awareness and a plan

The Lombardi counselors teach Career Cruising to all students in grades six, seven and eight. Our goal is by the end of eighth grade, all students will have completed an Individual Learning Plan (ILP) in which they set short and long-term goals and begin to develop a plan for the future. Their ILP is shared with parents during an Individual Planning Conference (IPC). Ninety-nine percent of the eighth grade students completed their IPC in the spring of 2010. The following chart demonstrates the number of Individual Learning Plans completed at a status of 100%, meaning students set goals and developed post-secondary plans.

Completion of 8th Grade
Individual Learning Plans



FOCUS FOR IMPROVEMENT

The Lombardi Student Support Personnel team (SSPT) is committed to continuous improvement, and evaluates data from attendance, grades, and test scores to determine improvement needs. The student population has changed at Lombardi Middle School in the past several years.

Along with an increase in poverty level, we have seen an increase in transiency, homelessness, and other needs that prevent students from finding success in school. Data from our 2009 Wisconsin Concepts and Knowledge Examination (WKCE) shows that students who are economically disadvantaged score significantly lower on the exam. For example, 86% of last year's eighth grade students who are economically disadvantaged scored in the proficient and advanced range in reading, compared with 98% of students who are not economically disadvantaged. The same scenario is true for math where 81% of eighth grade students who are economically disadvantaged scored in the proficient and advanced range compared with 96% for non-economically disadvantaged students. Data also shows that our economically disadvantaged students are less involved in extra-curricular activities, leading to our focus on engagement for the 2010-2011 school year. We hope engaging students in school and school-related activities will help students feel connected to school and to their learning, and will result in closing the gap in student achievement. The Student Support Personnel team (SSPT) will support this goal by:

- Mentoring students who are struggling with school and are not engaged in activities
- Working with the new Engagement Resource Coordinator to identify students who would benefit from her services which include mentoring, parent contact, attending after-school activities, and arranging transportation
- Matching students with Phuture Phoenix Tutors who will mentor students as well as help with homework completion
- Continuing to work with students with failing grades in ICU (Intensive Care Unit)
- Encouraging students to actively participate in at least one extracurricular activity
- Attending after-school activities to support students
- Continuing on-going communication with parents
- Showing students concrete examples of their abilities and celebrating their successes