

COMMUNITY PARTNERSHIPS/RESOURCES



Partnerships are actively sought with parents, community members, business organizations, colleges/universities, and alumni. These partnerships are vital to the success of our students. Partnerships are integral to the comprehensive school counseling program because they provide valuable educational experiences and activities outside of the school setting. Our partnerships provide students with opportunities for tutoring, internships, college visits, vocational experiences, career speakers, career preparation, and mental health services.

Academic Domain

- Northeastern WI Technical College (NWTC)
- Visions of Success Tutoring Program
- Concurrent Enrollment Program (CEP)
- WI Department of Instruction
- College Readiness Programs
- St. Norbert College
- CEP
- UW - Green Bay
- Upward Bound Program
- CEP
- Oneida Community Education Center
- Northeast WI Online (NEWON)

Career Domain

- Green Bay Area Chamber of Commerce
- Brown County Teen Leadership Program
- Partners in Education
- Youth Apprenticeship
- Career Expo
- United States Armed Forces
- ASVAB
- Military career presentations
- Green Bay Area Public School District
- Career & Technical Education and Counseling Committee
- WI Comprehensive School Counseling Model (WCSM) committee

Personal/Social Domain

- Green Bay Police Department
- School Resource Officers (SROs)
- Quick \$50 Program
- Family Services Association
- Unheard Voices assembly for 10th graders
- Crisis Center, Prenatal Care Coordination
- Sexual Assault Center
- Runaway Project
- Day Treatment Program
- Northwest Passage Day Treatment
- Brown County
- Options Program
- My Brother's Keeper Program

VOLUNTEER INVOLVEMENT



Using community volunteers is extremely helpful in providing as much support to students as possible. The SSPT has collected donations from staff members, community members, and businesses for our "Hive". The Hive allows students access to needed school supplies, hygiene items, and clothing. We have also donated food during the Thanksgiving and Christmas holidays to families in need. The volunteers in the Visions of Success (VOS) Program work with students to provide academic support in math, science, reading and writing skills to ensure academic success. The UW-GB Phuture Phoenix tutors also work with students to support success for individual students in subject areas they need help with. We recognize there are many resourceful community members with abilities and skills who are interested in sharing their time and talent with students. We welcome new ideas and volunteers. If you are interested, please contact Allen Pannier, School Counselor, at (920) 391-2402 or e-mail ajpannier@gbaps.org.

FOCUS ON IMPROVEMENT



The Preble High School SSPT is highly committed to the building goal of increasing the graduation rate through a variety of strategies to engage all students and reduce gaps in academic achievement. In support of the first SPARC-W, the SSPT worked collaboratively with teachers to develop a comprehensive approach to identify credit deficient students at risk of not graduating. Once identified, these students will receive documented, school-wide interventions supported by the SSPT. The team also developed a resource binder for each staff member at Preble containing information to help support these efforts. In addition, the SSPT acknowledges that arriving to class tardy can disrupt the learning environment and be indicative of disengagement. The SSPT has embraced the school-wide initiative of reducing tardiness by providing intensive interventions with students. The data resulting from these efforts will be reported in the second SPARC-W as documentation of the ongoing commitment to continuous improvement.

KEEPING YOU INFORMED



The SSPT maintains open lines of frequent and continuous communication with students, families, and the community in the following ways:

Personal Communication

- Daily announcements read and posted in school
- Parent/Teacher conferences
- Grade level presentations
- Individual Planning Conferences (9th and 11th grade)
- Parent Night for incoming 9th graders
- Regular meetings with students at risk
- Pre-registration in August
- Curriculum Fair
- Parent meetings, phone calls, and consultations
- Personal advisement during scheduling process

Print & Electronic Communication

- Preble High School website (www.greenbayprebleonline.com)
- Green Bay Area Public School District website (www.greenbay.k12.wi.us)
- Parent and Student Connect – programs to monitor grades, homework completion, attendance, lunch account balance, and service hours
- Preble parent e-newsletter
- School marquee
- School calendar – given to all parents at 9th grade IPCs
- Student Services wiki (www.prebleparent.pbwiki.com)

Paperwork is sent home in Spanish and Hmong, if that is the primary language of parents. The Preble High School Student Support Personnel Team will present the 2010 SPARC-W to staff, administration, the school board, and the Green Bay community through printed copies and via the Preble High School website.



PREBLE HIGH SCHOOL

2222 Deckner Avenue • Green Bay • WI • 54302
 Phone: (920) 391-2400
 Web: www.greenbayprebleonline.com
 Principal: Jeff Sielaff

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



2010 Support Personnel Accountability Report Card for Wisconsin

A continuous improvement document sponsored by the Wisconsin School Counselor Association

PRINCIPAL'S COMMENTS

As principal of Green Bay Preble High School I am very happy and proud to present our first Student Personnel Accountability Report Card-Wisconsin (SPARC-W). This report card highlights the effective work and tremendous accomplishments of the Student Support Personnel Team (SSPT).

I have been an administrator at Preble for 15 years and have witnessed and absolutely supported the implementation of the National Standards from the American School Counselor Association and the state standards in the Wisconsin Comprehensive School Counseling Model.

Our SSPT works collaboratively to bring the best of services to the entire student body. SSPT members play a vital role in supporting academic success and creating a safe school environment for all students. I have observed individual planning, social-emotional support, learning interventions, and collaboration with parents, school staff, and community members which contribute to a positive school climate and improved student achievement. I believe the SSPT cares about every student and works to personalize services to meet individual student needs. The Preble SSPT is indispensable in assuring the academic, personal/social, and career success of the student body in a safe and comfortable learning environment.

STUDENT SUPPORT PERSONNEL TEAM

The SSPT has designed, coordinated, and implemented a comprehensive school counseling program based on the Wisconsin Comprehensive School Counseling Model and the National Framework for School Counseling Programs. The SSPT consistently researches best practices in the field of student services and uses data to evaluate the goals and activities of the department to ensure our program is equitable and beneficial for all students. Counselors and other members of the SSPT assist every student individually, in small groups, and in classroom settings to promote academic achievement, emotional growth, and career preparation. The SSPT believes every student should receive services to reach their full potential with particular attention given to transitional times in the high school experience. During the 9th and 11th grade year, parents/guardians are included in an Individual Planning Conference (IPC) to support the transition from middle school, as well as to prepare for post-secondary planning. SSPT members collaborate with parents/guardians, teachers, support staff, and community members/agencies to maximize the impact of the services provided. When obstacles to student achievement are identified, the SSPT addresses them through various approaches including: intervention and consultation team meetings, adaptation plans, Individualized Education Plans, health plans, parent/teacher meetings, and referral to supportive school programs and community agencies.

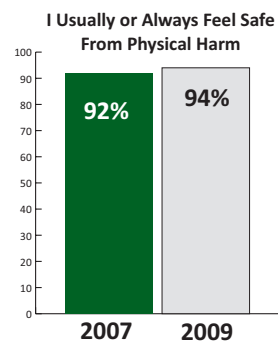
Number of Staff	Title	Education	Years of Experience
4	Administrators	MS-Educational Leadership	67
7	School Counselors	MS/MSE	123
3	School Social Workers	MSW	28
1	School Psychologist	MS	17
1	School Nurse	MS	20
1	Career Center Coordinator		25
1	Registrar		20
2	Secretaries	BS	15
1	Student Engagement & Attendance Support Staff	BS	8

Six of the SSPT members have completed their Professional Development Certificate (PDC) through the University of Wisconsin – Green Bay, and two members are in the process of completing their PDC.

The school counselors are members of the American School Counselor Association (ASCA), the Wisconsin School Counselor Association (WSCA) and the Wisconsin Career Development Association (WCDA). Other SSPT memberships include the Association of Wisconsin School Administrators (AWSA), the Wisconsin School Psychologists Association (WSPA) and the Brown County Suicide Prevention Coalition. Some members of our SSPT are Licensed Advanced Practice Social Workers through the Wisconsin Department of Regulation and Licensing. SSPT members take part in ongoing professional development to keep abreast of current trends and best practices in their respective professions.

SCHOOL CLIMATE & SAFETY

Preble High School's SSPT believes all students deserve to learn in an engaging and safe educational environment. Every member of the SSPT keeps school climate and safety as a top priority and actively works to make strong connections with students and families. In an effort to create a climate that welcomes and embraces parent collaboration, IPCs are provided for all 9th and 11th grade students. Our SSPT encourages attendance at IPCs through



(Chart 2)

Preble's summer registration event and personal contact, resulting in 88.5% of all 9th grade parents/guardians and 85.5% of all 11th grade parents/guardians attending their child's conference in the 2009-10 school year (Chart 1). The conferences provide a valuable opportunity for the SSPT to inform families about school and community resources to support student success in the learning environment.

SSPT members support personal safety and wellness through individual, group, and classroom guidance. They provide a variety of interventions and programming at Preble targeted at reducing the incidents of teen suicide, sexual assault, alcohol and other drug abuse (AODA), truancy, and anger-related incidents. The SSPT meets weekly with administrators to discuss and monitor individual student interventions. SSPT members also serve as advisors for co-curricular activities which promote cultural awareness and diversity at Preble. These include the Asian Club and Minority Achievement Committee (MAC) Scholars, a group for students of color striving for higher education. Mix It Up At Lunch Day and the displaying of international flags in the school entry area are two efforts made by these

groups to provide a means for students of all backgrounds to feel a sense of belonging and community at Preble. The efforts of the SSPT to support school climate and safety resulted in a positive perception by Preble students in a district Youth Risk Behavior Survey (YRBS), where 92% of Preble students reported "usually or always feeling safe from physical harm" in 2007. This number grew to 94% in 2009. (Chart 2)

STUDENT RESULTS

Student Results

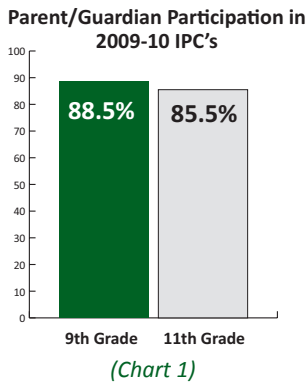
Preble High School's SSPT considers student achievement its primary focus. The SSPT collects and analyzes data and aligns its purpose with specific standards for student achievement taken from the American School Counselor Association National Model for School Counseling Programs and from the Wisconsin Comprehensive School Counseling Model. The SSPT creates and implements a comprehensive school counseling program focused on all students demonstrating improvement in academics, career development/post-secondary planning, and personal/social growth.

Academic

ASCA Standard: A:B1.3 Apply the study skills necessary for academic success at each level.

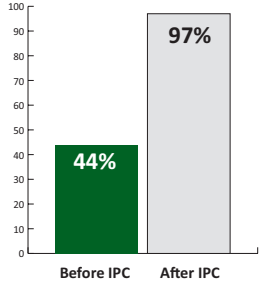
Wisconsin Standard: A.12.3.1 Demonstrate the ability to be dependable, productive, and take initiative for school success.

Due to the combined efforts of the SSPT to encourage greater participation in Advanced Placement (AP) courses through academic advisement, individual planning conferences, and educating parents, Preble students took 436 AP tests in 2008-2009 and 450 AP tests in 2009-2010. Another initiative of the SSPT is a partnership with the Phuture Phoenix Program through the University of Wisconsin-Green Bay. Phuture Phoenix students are education majors who mentor and tutor Preble students to improve their academics. All members of our SSPT are responsible for promoting this program and referring appropriate students. Through the efforts, 111 Preble students in 2008-2009 and 126 in 2009-2010 worked with a tutor, with a 19% increase in the number who maintained or improved their grade point average from the first semester to the second. (Chart 1)



(Chart 1)

11th Graders Who Understood the Application Process to Achieve their Goals



(Chart 2)

Career Development/Post Secondary Planning

ASCA Standard: C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals.

Wisconsin Standard H.12.1.1 Review and revise an individual learning plan to enhance educational achievement and attain career goals.

The SSPT recognizes that the workforce is constantly changing. To ensure students possess 21st Century skills, we need to prepare students to be life-long learners. The SSPT makes every effort to educate students about the multiple career pathways available to them after high school and to build awareness of which assessments are most appropriate for their transitional goals. Detailed information regarding the steps necessary to enter college, the military, or the world of work is provided and discussed with families during 11th grade IPCs. As a result, the percentage of 11th grade students who answered "yes" when asked if they "understood the application process to achieve their goals" after high school increased from a pre-test score before the IPC of 44% to a post-test score after the IPC of 97%. (Chart 2)

Personal/Social Growth

ASCA Standard: PS:C1.11 Learn coping skills for managing life events.

Wisconsin Standard: F.12.1.1 Differentiate between situations that require peer support, adult support, or professional help.

As a result of YRBS data analysis specific to suicide prevention, an initiative was piloted at Preble with the goal of increasing awareness of warning signs of suicide, knowledge of community resources, and early identification and intervention of at risk students. One component of this initiative incorporated use of a peer education model where identified peer leaders conducted a "Gatekeeper" training in each health section reaching a total of 291 students, mostly comprised of freshmen. Gatekeeper trainings are a systematic means for delivering information intended to enable participants to identify someone at-risk and implement intervention strategies for connecting them with appropriate resources. Based on a pre/post test format utilized to measure effectiveness, students answered a total of 2383 questions correctly on the pre-test which increased to a total of 2783 questions correctly on the post-test.

MAJOR ACHIEVEMENTS

The Preble SSPT is dedicated to the design and implementation of programs to support student success. Some of the major accomplishments of the SSPT include:

- Piloting a new pre and post-IPC survey format for data collection, later adopted and modified for use by all middle and high schools in the Green Bay School District.
- Supporting students' scholarship research and application process, helping them earn over **two million dollars** in scholarships in the 2009-2010 school year.
- Developing a more systematic process for referral of at-risk students to the General Equivalency Diploma-Option 2 (GED2) program, resulting in 90% of those students obtaining a regular Preble High School diploma.
- Providing interventions to contribute to the overall reduction of 9th grade failures by four percent, when comparing the first semester of the 2008-2009 school year to the 2009-2010 school year.
- Working collaboratively with other departments at Preble High School to organize "The Hive," a depository in the lower level of the school where students can select needed school supplies, hygiene items, and clothing donated by the community.
- Promoting the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) and testing 140 students in 2009-2010, leading to seven 11th grade students being recognized as National Merit Semifinalists in 2010-2011.
- Informing families of the Armed Services Vocational Aptitude Battery (ASVAB) in 9th and 11th grade IPCs, leading to an increase of 17 more students taking the ASVAB from 2008-2009 to 2009-2010.
- Serving Spanish-speaking families in their own language, resulting in 100% adult participation in 11th grade IPCs in spring of 2010.

MEASUREMENTS

The SSPT incorporates measurements from each of the three domains (academic, career, personal/social) to measure the quality of services provided to students, parents/guardians, and staff. This data is used to enhance programming to ensure the needs of our students are met through the student services department. This information is shared with our faculty, parents/guardians, and community to work collaboratively to improve achievement.

Academic

- Wisconsin Knowledge and Concepts Examination (WKCE): Results are used to target individual student learning needs and serve as an indicator for interventions.
- Special Education Assessments: Results determine appropriate student placement in the least restrictive environment.
- Individual Education Plans (IEPs): Written to meet the academic goals of students with special needs.
- PSAT/NMSQT: Results determine students' preparedness for taking college entrance exams.
- Progress Reports: Collaboration with teachers and parents/guardians to support students' academic success.
- Scholastic Reading Inventory (SRI): Lexile scores are used to help determine student placement in educational programs.
- American College Testing (ACT): Results are used to determine college readiness.
- Accuplacer: Results measure student readiness for Wisconsin technical college admission.
- Career Cruising Learning Styles Inventory: Administered to all 9th graders. The results provide students with study suggestions matching their dominant learning style.
- Adaptation Plans: Written to provide support for differentiated instruction in response to individual learning needs.

Personal/Social

- Attendance Data: Data is used to implement strategies to improve student attendance.
- Youth Risk Behavior Survey: Results of this survey, taken by students in grades 9 through 12, are used to determine programming and services needed to support healthy lifestyle choices.
- Referral Reports: Data is used to develop and implement interventions to support positive student behaviors.
- Special Education Assessments: Results determine appropriate student placement in the least restrictive environment. IEPs are written to meet the academic and personal/social goals of students with special needs.

Career

- Individual Learning Plans (ILPs): Allows counselors to work with students and parents to prepare for post-secondary plans. ILPs include school and community resources to support students' goal attainment.
- ASVAB: 11th and 12th grade students are encouraged to take this test to identify their technical skill abilities and explore opportunities in the private and public sector of the national work force.
- Special Education Assessments: Results determine appropriate placement in the least restrictive environment. Individual Education Plans are written to support the students' career goals.
- Career Cruising Matchmaker and Career Selector: Data is used to give students feedback on careers that best match their individual interests, skills, and abilities.