

Burlington High School

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2012 Support Personnel Accountability Report Card for Wisconsin

A continuous improvement document sponsored by the Wisconsin School Counselor Association

Principal's Comments



Serving as principal for the students and staff of Burlington High School, I enthusiastically endorse our first Student Personnel Accountability Report Card (SPARC-W). Burlington High School's Student Support Personnel Team (SSPT) plays a HUGE role in helping all of our students achieve academically within a safe professional learning environment.

During the past four years I have had the pleasure of working beside a group of professionals who have helped guide our students and faculty to the focal point of our district's Roadmap to Instructional Excellence, which is producing "College and Career Ready" graduates. I fully support the Wisconsin Comprehensive School Counseling Model and the national standards from the American School Counselors Association (ASCA). The Burlington High School SSPT utilized these tools to transform a department.

A product of the high level of collaboration within our SSPT, teaching staff, and administration has been the development of our Higher Expectations Portfolio (HEP). The HEP is a tool that all but guarantees a College and Career ready student. This is one example of the extreme effort put forth to help support the academic, career, personal, and social needs of, our number one clients, the students of Burlington High School. Our school crest states we are "A Community of Learners." Through our effective SSPT, we are able to support this charge.

Student Support Personnel Team

The Student Support Personnel Team (SSPT) has designed, coordinated, and implemented a comprehensive school counseling program, based on the Wisconsin Comprehensive School Counseling Model and the National Model Framework for School Counseling Programs. This program is evaluated regularly to ensure that all students at Burlington High School are receiving the benefit of an equitable student support system.

The SSPT works to provide a safe, nurturing, and challenging learning environment that promotes academic success. Individual Planning Conferences occur at all grade levels every year. Our standards-based practices are designed to positively impact the academic, personal/social, and career domains of all students, and they are delivered through various means, including building consultation, small groups, individual counseling, classroom and advisory curriculum, presentations, and parent communication.

Team Member	Education	Experience
Administrators (4)	Master's Degree (all) Teaching Credential (all) Association of Wisconsin School Administrators membership (3) National Association of Secondary School Principals membership Wisconsin Athletic Directors Association membership Burlington Coaching Association (all)	56 years
School Counselors (4)	Master's Degree (all) National Certified Counselor (1) Teaching Credential (1) Wisconsin School Counselor Association membership (3) American School Counselor Association membership (2)	39 years
School Counselor Intern	Master's Degree (in progress) Wisconsin School Counselor Association membership	1 year
School Social Worker	Master's Degree Wisconsin School Social Workers Association membership National Association of Social Workers membership Licensed Independent Social Worker	26 years
School Psychologist	Master's Degree Wisconsin School Psychologist Association membership Minnesota School Psychologist Association membership National Association of School Psychologists membership	3 years
District Nurses (2)	Master's Degree, RN Bachelor's Degree, RN Wisconsin Director to the National Association of School Nurses Wisconsin Association of School Nurses (all) National Association of School Nurses (all)	33 years
Police Liaison Officer	Law Enforcement Academy	11 years
Administrative Assistants (5)	Various levels of education	65 years

School Climate and Safety

Chart 1

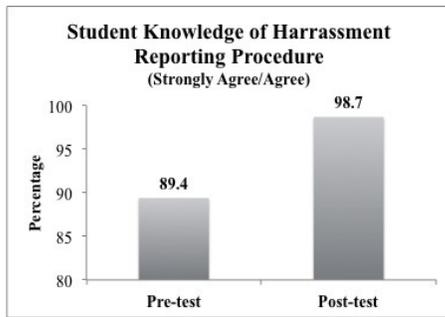
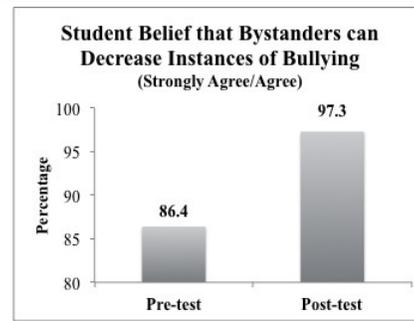


Chart 2



The Student Support Personnel Team 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 administration about issues that could impact the school climate. Freshman Decision Making (FDM) curriculum is delivered by the SSPT to all 9th grade students to foster healthy decision-making skills. Through a classroom lesson on harassment, the SSPT instructed students on the definition of harassment and the school reporting procedure. As a result of the harassment lesson, there was an increase of 10% in the number of students who strongly agreed/agreed that “I know to whom I report when I feel harassed” (Chart 1). In another FDM lesson, the SSPT presented information on the power of bystander intervention in instances of bullying and how to be an advocate for others. As a result of the lesson, there was an increase of 13% in the number of students who strongly agreed/agreed that “bystanders can decrease instances of bullying” (Chart 2).

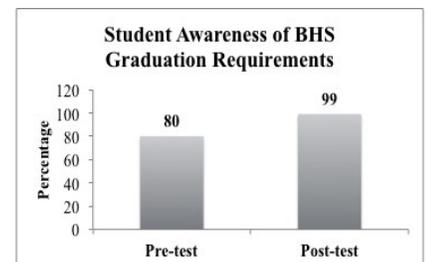
Student Results

BHS considers student achievement as its primary focus. Specific standards for student achievement 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 the academic, personal/social, and career domains.

Academic: ASCA Standard: A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement. WI Standard: B.8.2.3 Develop and implement an individual learning plan to maximize academic ability and achievement.

Freshman Individual Planning Conferences at BHS serve a four-fold purpose: to build rapport among the student, parent, and school counselor; to recognize student strengths and interests; to provide information on resources for high school success; and to formulate a career goal and Individual Learning Plan (ILP). Expectations for high school students are communicated, including dissemination of graduation requirements. As a result of the conferences, freshmen students indicated a 24% increase in their awareness of BHS graduation requirements (Chart 1).

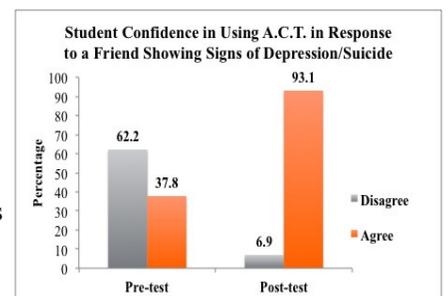
Chart 1



Personal/Social: ASCA Standard: PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help. WI Standard: F.12.1.1 Differentiate between situations that require peer support, adult support, or professional help.

The SSPT at BHS utilizes the Signs of Suicide curriculum, instructing students on the symptoms of depression and/or suicide and the use of the Acknowledge-Care-Tell a Trusted Adult (A.C.T.) process when confronted with a possible suicide situation. The ability for students to discern situations requiring adult help and to seek out that assistance is integral to the A.C.T. process. Results of our pre- and post-surveys reflect a 146% increase in the number of students who strongly agree/agree that they “feel confident in knowing how to use A.C.T. in response to a friend who is showing signs/symptoms of depression and/or suicide” (Chart 2).

Chart 2



Career: ASCA Standard C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals. WI Standard H.12.1.1 Review and revise an individual learning plan to enhance educational achievement and attain career goals.

The SSPT conducts Individual Planning Conferences with the juniors and parents, with the main objectives being to monitor progress towards graduation and to formalize post-secondary plans related to an identified career goal. Results of a pre- and post- survey indicated that 82.7% of students agreed that they have a post high school career goal following the conference, as compared to 64.3% prior to the conference. Furthermore, survey results indicated an increase of 71% of students that could identify the specific steps needed to achieve their career goals following the conference (Chart 3).

Chart 3



Major Achievements

The SSPT at Burlington High School is proud of its commitment to developing programs that lead to student success. Some major achievements for which the SSPT has played a major role include:

- ◆ Individual Planning Conferences have been delivered by school counselors at every grade level for the past 4 years, with 85.75% of parents scoring the overall value of the 2011-12 Freshman and Junior Conferences as “very useful.”
- ◆ Development by the SSPT of College and Career Readiness skills curriculum delivered to all students weekly in Advisory by staff.
- ◆ Increase in PLAN composite score results by 7.5% from 2011-12 to 2012-13 school year through development of test-prep curriculum in Advisory, addition of a pre-administration session, and increased communication with students and parents.
- ◆ Business and Counseling Departments’ Professional Learning Community (PLC) finalized development of the Higher Expectations Portfolio (HEP) for Class of 2016 to ensure all students are “College and Career Ready.”
- ◆ Students Meeting Industry and Labor in their Environment (SMILE) Day, organized by the SSPT, provided the opportunity for 76 sophomores to shadow at over 27 local businesses.

Measurements

The Student Support Personnel Team at BHS incorporates measurements into the management and responsiveness of our student support programs. The SSPT analyzes data from these measurements to alter and improve programs through data-driven decision making. This ensures the academic, personal/social, and career needs of all students are met through the comprehensive school counseling program. This information is shared with the BHS faculty, parents/guardians, and community to work collaboratively to improve student achievement.

Academic

Measures of Academic Progress (MAP):

Results are used to indicate potential gaps in student learning and to drive instruction.

Plan: Administered to all 10th grade students. Results provide valuable information regarding college readiness and suggestions for improving student skills in core subject areas.

Preliminary Scholastic Aptitude Test- National Merit Scholarship Qualifying Test (PSAT-NMSQT): All 11th grade students are encouraged to take this exam, which provides valuable information on students’ preparedness for college entrance exams. Through participation, students are also eligible to compete for National Merit Scholarship Awards.

American College Testing (ACT): Curriculum and standards based educational test that assesses students’ academic readiness for college.

Compass: All 11th and 12th grade students with post-secondary interests in technical colleges are encouraged to take this exam. Results are used by the Wisconsin Technical School System for entrance into technical school programs.

Wisconsin Knowledge and Concepts Exam (WKCE): Administered to all 10th grade students. Results are used to assess proficiency levels and to provide students with needed support and intervention programs.

Special Education Assessments: Results determine appropriate student placement in the least restrictive environment. An Individual Education Plan (IEP) is written to meet the student’s academic goals.

Personal/Social

Brief Screen for Adolescent Depression

(BSAD): Administered to 9th grade students during Freshman Decision Making. The screening assists the SSPT in revealing students with potential mental health issues.

Health screenings: District nurses conduct health screenings to identify health barriers to student success. Health Plans are written to meet student needs.

Needs Assessment: Through a self-reporting survey, students are able to disclose to the SSPT areas of concern for themselves and may seek additional individual and/or group support.

FDM Reaction Journals: Formative assessment completed daily in Freshman Decision Making to indicate change in student perception and knowledge.

Pre- and post-surveys: Evaluates planning conferences, classroom guidance, and small group interventions for effectiveness.

Attendance Reports: Used to implement strategies and programs to improve student attendance.

Referral Reports: Used to implement interventions to support positive student behavior.

Special Education Assessments: Results determine appropriate student placement in the least restrictive environment. An Individual Education Plan (IEP) is written to meet the student’s personal/social goals.

Career

Career Cruising Match Maker:

Administered to all 9th grade students. Results provide information on careers compatible with students’ interests, values, and skills.

Pre- and post-surveys: Evaluates planning conferences, classroom guidance, and small group interventions for effectiveness.

Career Cluster Survey: Administered to students during Advisory. Results identify specific compatible career clusters for career exploration and planning purposes.

PLAN Interest Inventory: Administered to all 10th grade students. Results provide valuable information regarding career exploration and post-secondary planning.

Individual Learning Plans: This plan allows school counselors to work with students and parents to prepare students for post-secondary plans. Included in the ILP is a four-year program of study.

Special Education Assessments: Results determine appropriate student placement in the least restrictive environment. An Individual Education Plan (IEP) is written to meet the student’s career and transition goals.

Community Partnerships/Resources

Community partnerships are vital to our students' success, and we actively seek partnerships with parents, community members, business organizations, and colleges/universities. These partnerships are integral components of our comprehensive school counseling program providing valuable educational experiences and activities outside of the school setting, such as testing preparation, college visits, vocational experiences, career speakers, career preparation, and mental health services.

Academic—Department of Public Instruction- Youth Options Program; Burlington Community Education- Zap the ACT Program; Gateway Technical College- articulated and contracted courses; Scholarship donors and award recognition- local scholarship programs, centralized common application; CESA 2- staff professional development

Personal/Social—Lutheran Social Services- sexual assault center, 1:1 counseling, classroom presentations; ALATEEN- support group for students; Western Racine County Health Educator- abstinence presentation, teen pregnancy prevention; Family Preservation Coalition- domestic violence, family support; Clinical Psychology Associates- mental health services; Love Inc.- student and family support; Partners 2- alcohol and drug awareness, peer health educators

Career—Gateway Technical College- College Connection Coach, 1:1 advising, application workshops; UW-Parkside- financial aid presentation, FAFSA completion lab; Racine County Workforce Development Board- work learning agreements through Career Cruising/Inspire Wisconsin; SMILE Day- job shadowing with local businesses; College/military/apprenticeship representatives- presentations, program and registration advising; WINGS- student work-release program via local businesses

Volunteer Involvement

Utilizing community volunteers is extremely beneficial for providing as much support to students as possible; such use is evident through several initiatives coordinated by Burlington High School SSPT. Community volunteers serve as guest speakers for multiple topics within the Freshman Decision Making curriculum. Parent and community volunteers from area businesses are integral to the success of our annual SMILE Day, providing on-site shadow experiences for sophomores.

We recognize there are many community members with specific skills and abilities who may be interested in sharing their time and talent with our students. Additional volunteers and new ideas are always welcome. **If you are interested, please contact Lisa Harris, Counseling Secretary, at (262) 763-0200 ext. 1038 or at lharris@basd.k12.wi.us.**

Focus for Improvement

The Burlington High School SSPT is committed to providing the highest quality of services to our students and their families. Regularly assessing the impact of our services provides us with feedback on areas in need of improvement. The SSPT is also aware that we can make a significant contribution toward the attainment of our building goals and, therefore, make a concerted effort to address those goals.

The SSPT reviewed the WKCE data for the November 2011 test date and determined there is a need to increase the number of students scoring at proficient or advanced in all subject tests, with a priority on student engagement and motivation towards the WKCE. The SSPT will support this goal by implementing change in the testing environment, WKCE preparation in Advisory curriculum, and incentives focused on student engagement. Burlington High School's SSPT is proud to submit its first SPARC-W, and we will report on the progress of the above goal in our 2013 SPARC-W.

Keeping You Informed

The Burlington High School Student Support Personnel Team encourages frequent and on-going communication with students, families, faculty, and community members. Information is shared in the following ways:

Personal Communication:

- Individual Planning Conferences (grades 9-12)
- Grade level presentations for students
- Announcements read daily to students
- Parent/teacher/teen conferences
- Parent phone calls
- Principal's grade level parent meetings
- Presentations to 8th graders at public and private schools
- Two annual Open Houses (grades 9-12, incoming 9th grade)

Print & Electronic Communication

- Burlington High School website (www.basd.k12.wi.us/bhs)
- Burlington Area School District website (www.basd.k12.wi.us)
- Skyward Family Access for on-line student monitoring
- Parent/student school-assigned email lists
- School marquee
- Informational bulletin boards
- Annual calendar of important events
- WBSD 89.1 FM (BHS radio station)

The BHS SSPT will present the 2012 SPARC-W to faculty, administration, the school board, and the Burlington community, and it will be available in print and on the web. Translation of this document in Spanish will be provided as requested.