

Jack Young Middle School



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 MIKE HARRIS, PRINCIPAL
 BARABOO SCHOOL DISTRICT
 SCHOOL YEAR: TRADITIONAL
 SETTING: URBAN
 GRADE LEVELS: 6-8
 2012 ENROLLMENT: 743
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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

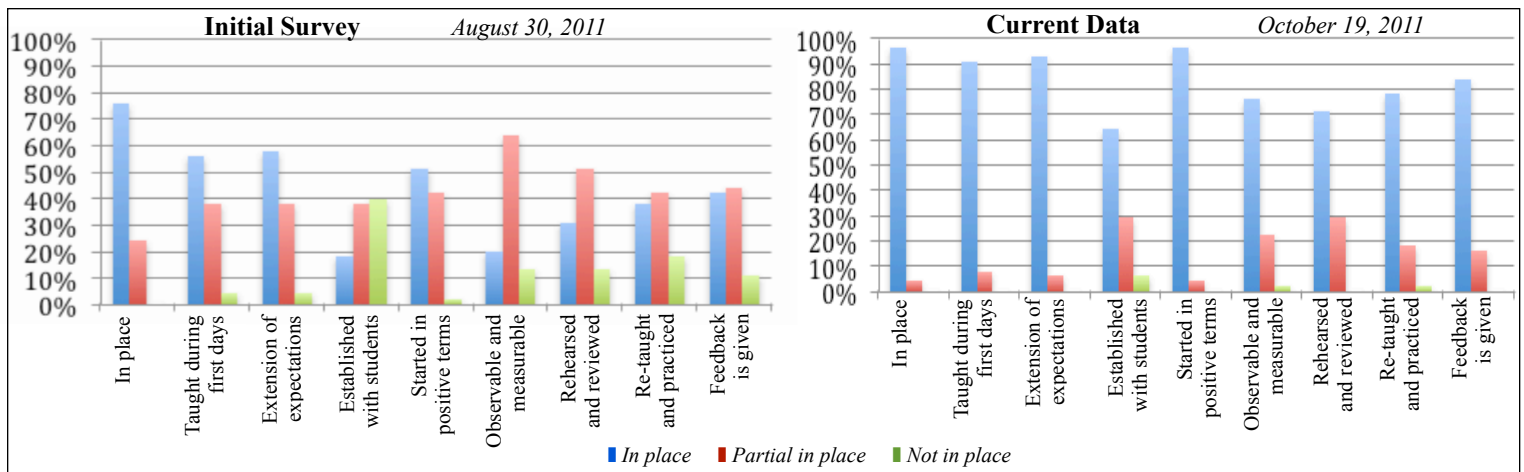
As principal at Jack Young Middle School (JYMS), I am proud to present our second Support Personnel Accountability Report Card (SPARC-W). Two counselors, who are dedicated to providing students with comprehensive, individualized programming, represent the Student Services Department at JYMS, while delivering resource assistance to staff, parents, and the community. They perform a vital role in ensuring academic success by providing a safe, supportive, and highly personalized environment for all learners. The counselors' efforts last year to increase their visibility and connections to students can be seen in the new structural support programs that have been created. I work closely with our counselors through our weekly meetings, and strongly support their ongoing efforts to implement both the national standards established by the American School Counselors Association (ASCA), as well as the state standards embodied in the Wisconsin Comprehensive School Counseling Model (WCSCM). In my thirty-five years in education, I find the JYMS counselors to be among the best I have ever worked with in any school setting. It is with great pride that I submit this report on the great work of our counselors.

School Climate and Safety

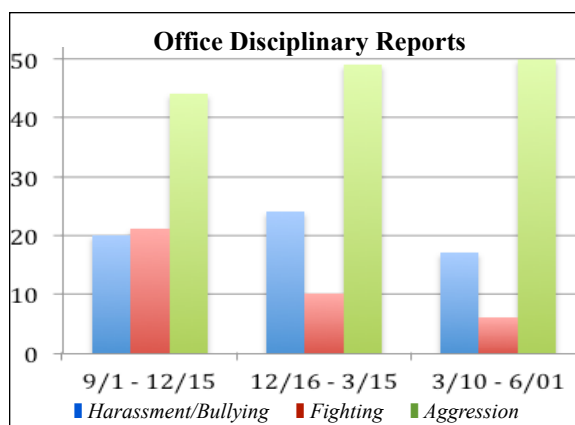
The Student Support Personnel Team (SSPT) believes all children have the right to feel safe and secure in school, and recognizes that it plays a vital role in helping establish and maintain a safe and positive school climate.

JYMS implemented initial structural components of Positive Behavior Intervention Supports (PBIS) in the last quarter of the 2010-11 school year. The PBIS and SSPT team delivered full staff in-services in the first quarter of the 2011-12 school year that has led to greater system support for our staff and students. Our staff was given an initial survey on August 30, 2011 to gauge their understanding of classroom expectations and their delivery methods to students.

The second graph below shows the results of our follow-up survey to staff given October 19, 2011 after the in-service training and subsequent delivery of concept information regarding classroom expectations to all students. Staff responses show a dramatic increase in the use of PBIS concepts and structural requirements being put into place.



In the 2011-12 school year, our building has continued to put into place PBIS Tier 1 Universal System Supports for helping students to feel safe, be respectful of others, and be responsible for their actions. Some of these support systems include daily announcements, Teacher Advisory curriculum, and creating classroom behavior matrices. The program's focus is on providing students with positive reinforcement in following school-wide expectations in all areas of the building.



In February of 2012, all students took the Youth Risk Behavior Survey (YRBS) and the percentage of students who feel a strong sense of belonging at school is 72.5%. Most students have a greater sense of belonging when they feel safe at school. Students define safety by identifying behaviors such as fighting, physical aggression, and bullying/harassment. In assessing the impact of the PBIS support systems implemented in the 2011-12 school year, there was a 15% overall reduction in Office Disciplinary Reports (ODR) as depicted in the graph.

Student Results

The SSPT at Jack Young Middle School is addressing student needs under the three domains of the National and the WCSCM: academic, personal/social, and career development. Data driven results are essential to the implementation of the National Standards because they are used in the development, evaluation, and improvement of the student learning process.

ACADEMIC	PERSONAL / SOCIAL	CAREER
<p style="text-align: center;">Wisconsin Standard: A.3 National Standard - Achieve School Success A:A3.1 <i>Demonstrate responsibility for achieving school success</i></p> <p>▶ In preparation for our 8th grade planning conferences for the 2011-12 school year, we identified the number of students who had failed an academic class in 7th grade in 2010-11 which reflected an achievement gap. The planning conferences provide opportunities to learn from students their perceptions about their academic success and their feelings about future career options. As a result, the counselors created opportunities in 2011-12 to go into 7th and 8th grade classes to deliver curriculum units that focus on planning and preparation skills that will help students to better succeed in classes. The curriculum then helps students to make direct connections between school success and how their attitudes, abilities, and skills all fit together to create more focused plans to accomplish their goals. At the end of the current school year after delivering the curriculum, we did an exit survey for 8th grade students which indicated that 76% understand that graduating from high school will better prepare them for their future, 61% said they valued learning beyond a high school education, and 62% better realize how their decisions and actions lead to specific outcomes.</p> <p style="text-align: center;">I think it is important for me to: Realize how my decisions and actions lead to specific outcomes.</p> <div style="text-align: center;"> </div>	<p style="text-align: center;">Wisconsin Standard: D.4.2.1 National Standard - Demonstrate cooperative behavior PS:A1.9 <i>Discuss and explain the differences between appropriate and inappropriate behavior.</i></p> <p>▶ JYMS implemented PBIS during the 2011-12 school year. Data shows that there were nine behavioral referrals from the Cafeteria on average each month from September through February. It was determined that we needed to create a refresher that reviewed student expectations for being safe, respectful, and responsible in this setting. Our staff delivered this lesson to all students through our Teacher Advisory Period. This was very successful as the average behavioral referrals dropped from nine to three over the last three months of the school year.</p> <p style="text-align: center;">Cafeteria Referrals</p> <div style="text-align: center;"> </div>	<p style="text-align: center;">Wisconsin Standard: G8.1.1 National Standard - Develop Career Awareness C:A1.7 <i>Demonstrate individual abilities, strengths, skills, and talents.</i></p> <p>▶ Jack Young Middle School Counselors have completed two years of Individual Planning Conferences with eighth grade students and parents. Topics discussed in the conference include: high school preparation, post-secondary aspirations, goals setting, Explore assessment results, as well as the student's portfolio created through WisCareers. The goal of the conference is to help parents and students plan for the future. Parents and students rated the overall value of the conference to be useful to them. We communicated to all parents the importance of attending this conference using email, phone messaging, and offered appointments outside of the school day. Parents unable to make a conference were told that the school counselors would be meeting with all students to review the portfolio and assessment data.</p> <p style="text-align: center;">Overall Rating of Conference</p> <div style="text-align: center;"> </div>

Focus For Improvement

JYMS is passionately committed to continuous improvement in order to provide effective programs and services to our students and families in accordance with the school counseling program in alignment with the ASCA and WCSCM models.

Our goal last year was to increase the number of students to which we offer our services. We were able to identify through our weekly administrative meetings the students who had the most number of behavioral referrals. We sent a letter to their parents that described an intervention program that would provide positive recognition for following school expectations. We held individual meetings with each of the students to explain what we wanted students to do and how this would help them. We held meetings with grade level teachers to explain the new intervention and discussed specific goals for each individual student. Our goal is to monitor the progress of each student's plan and put additional supports and resources in place that will assist in the success of the intervention.