

Sheboygan South High School

www.sheboygan.k12.wi.us/south

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2013 Support Personnel Accountability Report Card for Wisconsin

A continuous improvement document sponsored by the Wisconsin School Counselor Association

Grades 9-12 • Comprehensive • Enrollment: 1044

PRINCIPAL'S COMMENTS

I have had the privilege of working with the Sheboygan South HS School Counseling Department since August 2011. As a building administrator I know that an important component of positive school change must include the building's counseling department. After working with the South High School counseling team for three years I can say they are an integral and vital role in the academic success and safety of all South High students.

The positive impact of our Comprehensive School Counseling program on our students is clearly evident. An example of that impact is the academic success of our struggling students. The South High Counseling department, along with other key members of the school community, is part of the Response to Intervention team. This team was tasked with integrating Tier 2 and Tier 3 interventions. Since the implementation of

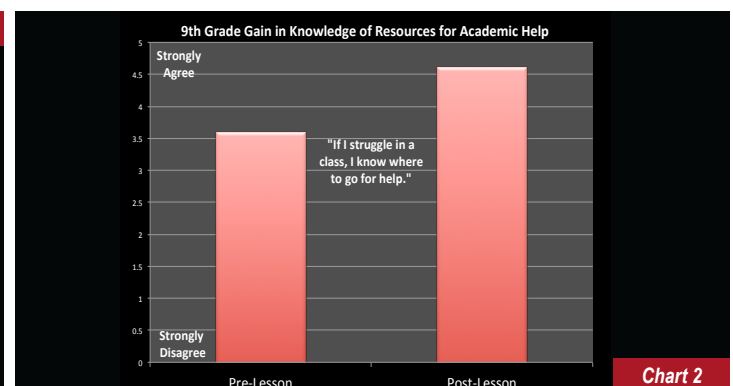
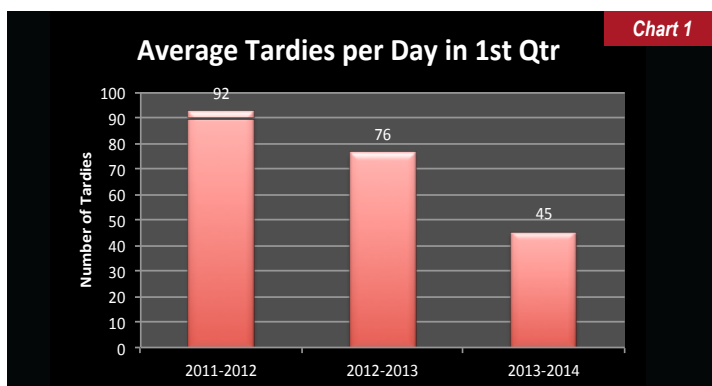
our Core Area Resource Rooms we have seen a reduction of student failure by 17%. This success is in direct correlation to the work our counseling department and RtI team had on the culture of our school.

Our counselors are also integral in the career and college readiness of our students. Our counseling department was asked to deliver weekly homeroom lessons to the entire school through our closed circuit television network. The lessons they provide are connected to many of the concerns we hear from our local employers. Collaborating with local employers, our counselors have created videos and lessons that are engaging for the students while containing meaningful messages. These are just a few examples of the many ways the School Counseling Department at South is ensuring that South High School students have the best opportunities for success.

SCHOOL CLIMATE AND SAFETY

The Comprehensive School Counseling Program at South HS is significantly involved in the implementation of Positive Behavioral Interventions and Supports (PBIS) by being critical members of the school's PBIS Leadership Team and Tier 1 Universal Team. Through a review of the school's data, the Leadership Team determined that one area of focus for positive change would be reducing student tardies. The school counselors, in collaboration with the administration and staff, assisted in addressing the issue with the students. **Chart 1** indicates the significant reduction of First Quarter tardies compared to previous years, significantly increasing instructional time for our students.

The School Counseling Dept. also recognizes that one critical factor for student success is feeling connected to the adults in the building. In a lesson given to all freshmen in small groups, the counselors helped students understand the value of asking for help, and ensured that these new high school students were aware of the adults available to help them. **Chart 2** shows an increase in freshmen who indicate that they know where to go for help in the building. Helping students gain the necessary comfort level with adults in the building is important to their success.



STUDENT RESULTS

Academic Development

ASCA A:A2-Acquire Skills for Improving Learning: A:A2.2 Demonstrate how effort and persistence positively affect learning WCSCM B.1 Apply the skills necessary to improve learning and make successful academic transitions: B.8.1.3 Apply the study skills necessary for academic success at each level.

The school counselors at South HS work on the Response to Intervention (RtI) Leadership team to plan and develop the structure for academic interventions. They meet weekly with the RtI team to discuss academic interventions for our students who are struggling academically. Using data from the first mid-quarter of the 13-14 school year, 6 freshmen were identified as needing significant academic intervention. The school counselors met with these students, explained the intervention, and placed them in the appropriate Academic Resource rooms. **Chart 1** indicates the reduction of the number of failures by the end of the first quarter for these 6 students as a result of being placed in Academic Resource.

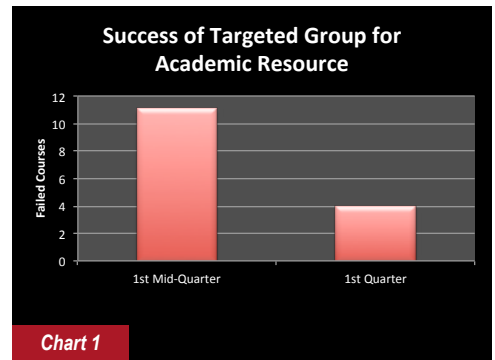


Chart 1

Career Development

ASCAC:B1-Acquire Career Information: C:B1.1 Apply decision-making skills to career planning, course selections and career transition WCSCM I.1 Create and manage an educational and career plan that matches career goals: I.8.1.1 Use career planning strategies and tools to develop career awareness and a career plan.

The school counselors at South HS are committed to ensuring that students are engaged in coursework that is relevant to their career path. The counselors developed the Health Care Pathways to provide opportunities for students to take advanced Health Care college courses and earn both high school and college credit. Students are able to develop an individualized high school plan that will allow them to achieve their future career goals. **Chart 2** indicates that by targeting students who expressed an interest in a health care profession and developing a pathway of courses for students interested in health care, the number of college credit earned in Health Care courses by South students continues to increase and has more than doubled in the past three years.

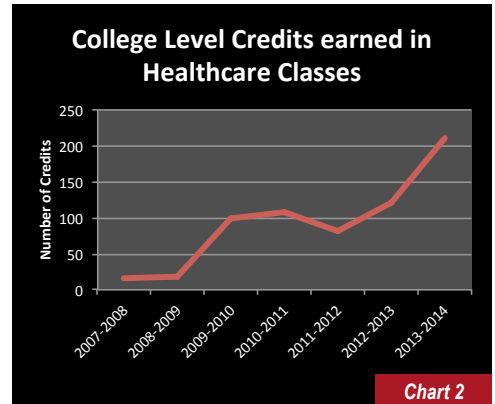


Chart 2

Personal/Social Development

ASCA PS: A2 Acquire Interpersonal Skills: PS: A2.3 Recognize, accept, respect and appreciate individual differences. WCSCM D.1 Acquire and demonstrate self-awareness and self-acceptance as they relate to understanding oneself: D.8.1.1 Respect and support differences in ethnic and cultural diversity, as well as diversity in other forms (e.g., national origin, gender, disability, economic status, religion, sexual orientation, or other factors of human difference)

In an effort to address harassment and bullying, the school counselors at South HS assisted with a Breaking Down the Barriers Word Wall activity in the school. The purpose of the activity was to raise awareness of bullying through the power that negative words have on people by replacing negative words with positive words. The wall will remain up for the entire school year as a reminder of the power of words. Students completed a follow up survey a few weeks after the wall was finished. **Chart 3** indicates the wall had a significant impact on the freshmen class, with 69% of freshmen noticing that they personally were more conscious of not using negative words towards others.

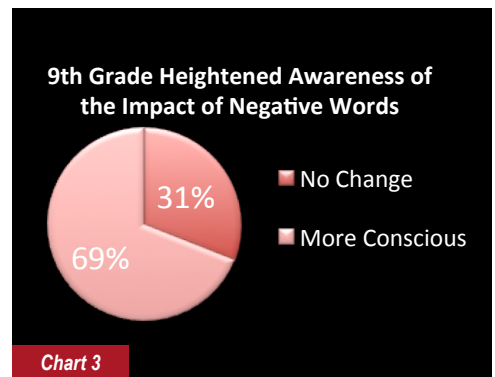


Chart 3

SCHOOL COUNSELING PROGRAM GOALS

Through a review of school-wide data, two areas that displayed significant gaps became very clear. **Chart 4** shows the total number of South HS graduates from the class of 2013 enrolling in 2-year technical colleges. A further review of historical data showed that this is the typical number of technical college enrollees for the past 5 graduating classes. A review of the labor statistics in Sheboygan County shows that the largest employment sector in the county (employing over twice as many employees than any other sector in the county) is Manufacturing. Since the primary training for careers in manufacturing takes place in the two year technical college system, we developed the following goal for our program this year: Increase Class of 2014 enrollment in 2-year/tech colleges to 15%.

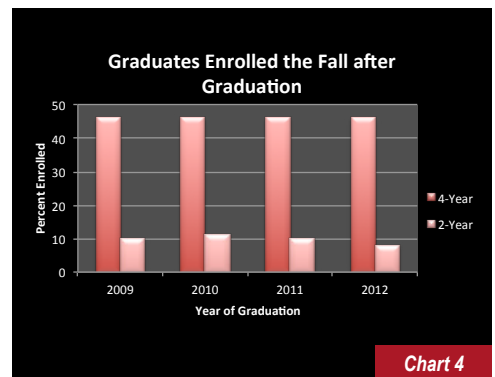


Chart 4

Our Response to Intervention Leadership Team continues to find ways to provide academic interventions for our struggling students. Through our role on the RtI Leadership Team, the School Counseling Department has identified that there is a need for multiple Tier 2 academic interventions to meet the needs of our struggling students. **Chart 5** indicates the number of 9th grade failed grades in core academic classes at the end of the first quarter of the 2013-14 school year. Using this baseline data, our program goal is: The number of core courses 9th grade students are failing at the end of Q1 will decrease to 20% by the end of Q2.

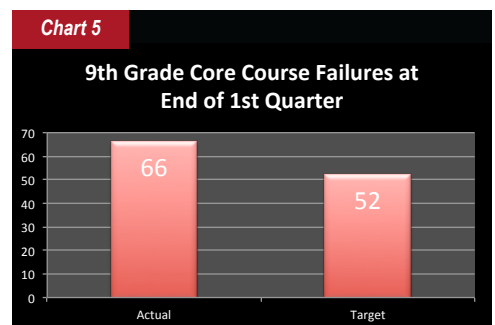


Chart 5