

### Personal/Social Domain:

- Sober Squad: Program teaching 7<sup>th</sup> and 8<sup>th</sup> graders about choices, consequences and refusal skills
- Dakota County Crisis: Suicide Risk Evaluation
- Associated Clinic of Psychology: Grant based referral program for families in need of mental health services
- Kids in Kinship: Mentorship program for students in need of additional support
- Farmington Police Department: School Resource Officers
- Clothing resource room: coordination of clothing for families in need organized by Partners for Success
- Connection with local food shelf resources

## Volunteer Involvement

The Student Support Personnel Team (SSPT) believes community involvement is important in the development of all students. In keeping with this, we strongly encourage volunteer involvement to help support the academic, personal/social and career development of students. Volunteer opportunities at Boeckman Middle School include:

- Parent Teacher Partnership (PTP): This group meets once a month.
- School dances and field trips.
- School Supply Drive: Helps students with basic educational needs.
- Toys for Town: Partnership with Farmington Police Department to provide holiday gifts for families in need.
- Career Information: Parents are encouraged to watch for communication from the school about career events in Tiger Time and other classrooms.

We welcome volunteer involvement and are open to new ideas and volunteers. If you are interested in helping please contact Michelle Gustafson at (651)460-1413 or by e-mail at [mgustafson@farmington.k12.mn.us](mailto:mgustafson@farmington.k12.mn.us).

## Focus on Improvement

The Boeckman Middle School SSPT team is deeply dedicated to the continuous process of improvement. Routinely evaluating the impact of our programming on student achievement in support of district and building goals provides us with the opportunity to identify areas for growth. One area of need identified in previous years was to improve transition support for our 6<sup>th</sup> graders, which resulted in the implementation of W.E.B. in the 2011-2012 school year. As shared in the school climate and safety section of this report, we were able to see positive impact in the number of behavior referrals. With implementation of such a comprehensive program, we realize the progressive nature of implementation and recognize the potential of further successes in other areas. Two areas of focus last year were academic achievement as measured by attendance and quarter grades.

This year for attendance 22% of students missed 5 or more days of school in the first 2 quarters. This is an increase from 16% last year. The SSPT identifies individuals with absences which develop into academic concerns and customizes interventions to support these students. Further examination of second quarter data shows improvement among students who missed 5 or more days first quarter. For these students, average days missed decreased from 10 days to 7.4 days with intervention. In the area of academics, there was significant improvement. Eight percent of 6th grade students have earned more than 1 D and/or F for quarters 1 and 2 this year as compared to 16% of students last year. Interventions this year leading to this success included W.E.B. Leader check-ins, Rally Plans, team meetings, and parent contacts.

Our new focus on improvement is in the area of data. We consistently use data to give us results for our current programming. This year we are developing a comprehensive counseling program needs assessment. We will gather data in the areas of bullying, school safety, coping skills, social skills, and academic supports. Data from this assessment will be used to develop interventions to support students.

## Keeping You Informed

The Student Support Personnel Team (SSPT) encourages open communication lines with colleagues, families, students and community members. We keep all parties updated in the following ways:

- Family Web Access for monitoring grades, lunch accounts, and assignment completion
- Parent/teacher conferences
- Back to School Night
- Periodic school-wide event announcements for students
- Boeckman Middle School E-News, sent weekly to parents
- Boeckman Middle School website (access through [www.farmington.k12.mn.us](http://www.farmington.k12.mn.us))
- Phone contacts home about pertinent issues
- Schoology

In addition, the Boeckman Middle School SSPT will share information utilizing this SPARC-MN. Printed copies will be shared with staff, administration, parents and the school board. This information will also be viewable on our school website. Translation of this document in Spanish will be made available upon request.

## Robert Boeckman Middle School



*Developing Citizens of Integrity Who Excel In and Beyond The Classroom*

800 Denmark Avenue Farmington, MN 55024

Phone: (651) 460-1400

Web: [www.farmington.k12.mn.us](http://www.farmington.k12.mn.us)

Principal: Dan Miller

District: Farmington Independent School District 192

Grade levels: 6-8

School Year: Traditional

Setting: Suburban

Enrollment: 714

## Support Personnel Accountability Report Card 2012-2013

*A continuous improvement document sponsored by the Minnesota School Counselor Association*

## Principal's Comments

I am proud to present the Boeckman Middle School Support Personnel Accountability Report Card. The Student Support Personnel Team (SSPT) plays a crucial role in ensuring student academic success, supporting emotional development and promoting a positive school climate. The SSPT is comprised of highly qualified and committed staff members who actively collaborate to propel our students toward high levels of achievement. I unequivocally support our team's dedication to providing a comprehensive guidance program that is aligned with the American School Counselor Association (ASCA) standards. The SSPT has implemented an extensive program focused on career planning, academic success and personal/social development. Through the use of individual student data to inform our practice, our team has energized our staff around a commitment to customize student learning and creates an environment focused on the developmental needs of the middle level learner.

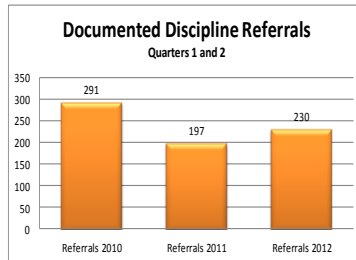
## Student Support Personnel Team

The Student Support Personnel Team (SSPT) is a team composed of highly qualified members that work together to create a successful learning environment for students. Through staff development, collaboration and evidence-based best practices we work to support all students. SSPT members consult as a group and develop plans to assist all students in becoming successful learners. SSPT members take part in ongoing professional development to stay current with best practices associated with their professions. Within this, the counseling department is strongly committed to implementing American School Counselor Association (ASCA) standards. We work each year to develop specific goals to further develop our standards based comprehensive guidance curriculum. This practice is designed to address the academic, career, personal and social development of all students. School counselors design, coordinate, implement and evaluate programs throughout the building through small groups, individual counseling, classroom presentations, and consultation.

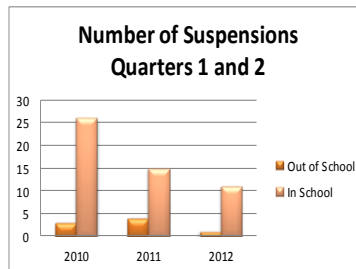
Position	Name	Credentials	Professional Memberships	Years of Experience
Principal	Dan Miller	Ed.S. Educational Leadership, M.A. Learning Technology	MASSP, NASSP, AMLE, MMSA	16
Assistant Principal	Becky Bican	M.Ed., Ed.S. Administration	MASSP, NASSP, ASCD	11
School Counselor	Nicole McGuire	M.A. Clinical Psychology	ASCA, MSCA, LACA	11
School Counselor	Michelle Gustafson	M.Ed. Counseling	MSCA, LACA	6
School Psychologist	Laura Angell	Ed.S.	NASP, MSPA	6
Family support worker; Partners for Success	Deb Mayer-Schmitz	B.S. Human Resource Management		9
School Nurse	Lisa Nordholm	Associate's Degree Nursing		25
School Police Liaison Officer	Breanna Dirks	B.S. Police Science	MN Juvenile Officers Association; MN Sex Crimes Investigators Association; MN Police and Peace Officers Association	9
Chemical Dependency Counselor	Lisa Lippold	B.A. Sociology; LADC		10

## School Climate and Safety

The staff at Boeckman Middle School believes all students have a right to feel safe while at school. Feeling safe and secure in the learning environment ensures students have the potential to achieve maximum growth in social, emotional, and academic areas. The Boeckman SSPT team enhances the school climate and safety of students through various ways. These include conflict mediation, active adult supervision, and the development and delivery of curriculum in the classroom that includes character education and anti-bullying lessons.



Boeckman Middle School believes in the importance of relationships with regard to creating a safe and secure environment. We are strongly committed to utilizing the power of peer relationships as a means to reduce the number of behavioral incidents. Last year we implemented the Where Everybody Belongs (W.E.B.) program for our incoming 6<sup>th</sup> graders as a way to connect students with each other in respectful and supportive ways. Through W.E.B., sixth graders are connected with each other and with eighth grade W.E.B. Leaders who support sixth graders both socially and academically through a series of yearlong events. The first chart shows an initial decrease in discipline referrals in 2011-2012 followed by a slight increase in the 2012-2013 school year. At implementation during the 2011-2012 school year, we anticipated a positive impact on the number and severity of behavioral referrals at Boeckman Middle School. Although in our second year of W.E.B. implementation we have seen a slight increase in discipline referrals, we anticipated the potential of this increase with an increase in enrollment. The second chart shows a continued decrease in more serious incidents resulting in suspensions over the course of the past three years during the first 2 quarters of each school year. We are looking for continued improvement in the following years as W.E.B. continues to directly impact a greater number of students in the building through ongoing implementation strategies and program development. Data presented here is still promising and supports our belief in the strong impact relationships can have on improving student behaviors and creating a positive learning environment.



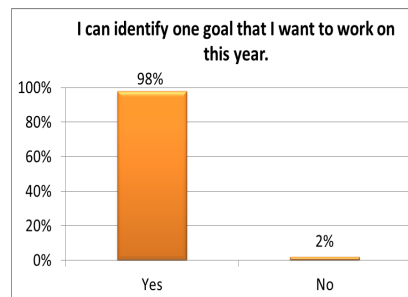
## Student Results

The SSPT follows ASCA standards to provide services to all students in the areas of The SSPT follows ASCA standards to provide services to all students in the areas of academic, personal/social and career development. We are actively dedicated to implementing programming, evaluating results, and continuously improving our comprehensive counseling program which focuses on supporting students in these three areas.

### Academic Domain

**ASCA Standard: A:B2.4 Apply knowledge of aptitudes and interests to goal setting.**

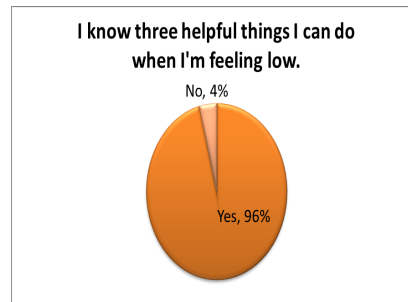
In sixth grade our counseling program reaches all students in the area of academic development. Each counselor meets individually with students on their caseload and discusses such topics as: friendships, hobbies, family life, adjustment to middle school and academics. Counselors also assist students in setting one academic or personal goal that they would like to achieve throughout the year. At the conclusion of these interviews 98% of sixth grade students are able to identify one goal they want to work on through the year.



### Personal/Social Domain

**ASCA Standard: PS:B1.4 Develop coping effective coping skills for dealing with problems.**

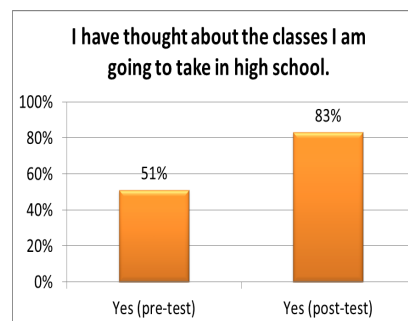
All students in our building receive a lesson on emotions in seventh grade. Our emotions lesson focuses on how thoughts, feelings and behavior are connected. We discuss a variety of events in students' lives and the resulting emotions. Furthermore, we review coping skills for dealing with difficult times. We are pleased to see that 96% of our students are able to identify three strategies to use when they are feeling low.



### Career Domain

**ASCA Standard: C:B2.2 Assess and modify their education plan to support career.**

An integral part of the career curriculum we provide is our 8<sup>th</sup> grade small group seminars. The seminars introduce students to high school planning and discuss what school and training is necessary to reach their career goals. We review high school requirements, discuss elective choices and review course selections as they pertain to each student and each area of career interest. Prior to the seminars only 51% of students had thought about the classes they needed to take in high school to reach their career goals. This number increased to 83% by the end of the seminars.



## Major Achievements

Student Support Personnel Team members are dedicated to improving opportunity for success each year at Boeckman Middle School. Through collaboration with each other and community resources, several innovative programs are in place contributing to increased success school-wide.

- Enhancement of W.E.B. (Where Everybody Belongs): student orientation and transition program
- Small groups addressing anger management, ADHD support, grief and loss, family change
- Tiger Academy: after school program supporting students academically
- 6<sup>th</sup> grade interviews focused on transition into middle school
- 8<sup>th</sup> grade interviews focused on EXPLORE results, career, and high school planning
- Mix It Up: School-wide event focused on acceptance and celebration of individual differences
- EXPLORE: testing and follow up curriculum for all 8th grade students
- Recipient of SPARC-MN award 2011-2012
- Career Fair: 8th grade college and career exploration event

## Measurements

It is important to measure students' progress in the areas of academic, personal/social and career development. Boeckman Middle School's Student Support Personnel Team works collaboratively with teachers and administrators to administer assessments and collect data in order to further support student growth. The specific assessments include:

### Academic

- Northwest Evaluation Association (NWEA): Computer based test in math and reading to assess proficiency levels and progress
- Minnesota Comprehensive Assessments (MCA): Assesses proficiency levels in math, reading, and science
- Special Education Assessments: Results determine appropriate placement for students. Individual Education Plans (IEPs) are written to meet the goals of students with special needs
- EXPLORE: College readiness test in the area of English, math, reading and science
- Family Learning Plans: Progress on goals developed for families in need of extra academic support
- Rally Plans: Academic plans for students in need of additional support

### Career

- EXPLORE: Career inventory component matches students with career areas based on the answers they provide
- Career Cluster Inventory: Evaluation completed within Minnesota Career Information System (MCIS Jr.) to gain insight into possible career clusters
- Reality Check: Assessment completed within MCIS Jr. highlights a student's projected monthly spending and the relationship between income and career interest

### Personal/Social:

- Attendance data: Data used to monitor at-risk students and implement strategies to improve student attendance
- Referral reports: Data used to determine appropriate interventions for individual students
- Special Education Assessments: Results used to determine placement and plans written to support students' personal/social goals
- Minnesota Student Survey: Results used to plan interventions for areas of need indicated by survey results
- Health Screenings: Nurse conduct health screenings to identify health barriers to academic success

## Community Resources/Partnerships

Community partnerships are vital to student success at Boeckman Middle School. We strive to establish partnerships with parents, community organizations and local businesses to enhance student opportunity and success. These partnerships are an important part of the student support program at Boeckman Middle School as they provide counseling services, career speakers, referrals to outside agencies, and mental health resources.

### Academic Domain:

- Partners for Success: Facilitates partnerships between parents and school in the development of Family Learning Plans
- Shuffle Your Homework to School: Program designed to motivate homework completion school wide
- Rotary Award: Award recognizing one student each year for excellence in character and academics
- Honor Roll: published quarterly in local newspaper

### Career Domain:

- MCIS Jr.: Career Interest Inventory and supporting career lessons
- Career Fair: High school, college, and career exploration