

School District of Nassau County
School Counseling Program Accountability Report Card (SPARC)
2004 – 2005

School: Bryceville Elementary
 Enrollment: 262
 Principal: Eric Larsen
 Counselor: Laura Lee Kinard

Principals Comments

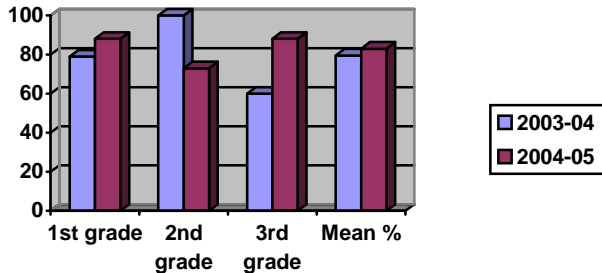
I've had the opportunity to work with Lee Kinard for 3 straight years as her principal. During that time I believe her efforts, through the MEASURE, a 6 step accountability process, have succeeded in greatly improving lower quartile student scores in Reading and Math at Bryceville Elementary School.

For example, during the 2004-05 school year, 100 percent of identified lower quartile students succeeded in making learning gains in reading. Mrs. Kinard's efforts have also enhanced student Math achievement through her suggestion to include SAXON Math materials as supplemental to the regular math curriculum.

In sum, Mrs. Kinard's efforts continue to dramatically effect student achievement particularly with struggling students. I believe her strategies and techniques are directly responsible for our students' learning gains.

Results

1. Of the 24 4th & 5th grade students identified as being in the lowest quartile in Reading, all 24 students (or 100%) made learning gains (i.e. more than a year's growth).
2. Percentages of 1st – 3rd grade Math scores at or above the 50th percentile (Stanford 9/10) or Level 3 and above (FCAT).



	<u>2003-04</u>	<u>2004-05</u>	
1 st grade	79%	88%	
2 nd grade	100%	73%	
3 rd grade	60%	88%	
Mean %	79.6%	83%	(3.4% [^])

School Improvement Issues

Goal 3: Student Achievement – making adequate progress in Reading and Math.

Critical Data Element(s):

1. Learning gains of the lowest quartile students in Reading of 4th & 5th graders.
2. The mean percentage of 1st – 3rd graders who score at or above the 50th percentile (Stanford 10) or Level 3 and above (FCAT/Math).

Systemic Changes and Interim Data Results

1. Established a Remediation Plan for lowest 25 percent students in Reading and Math.
2. PTA supported programs.

Stakeholders

Stakeholder Involvement

Counselor: Looked at disaggregated data and developed strategies with stakeholders to impact Reading and Math test scores.

Administrator: Supported Remediation Plan and supplemental Math curriculum.

Teachers: Delivered tutoring, participated in workshops, and supported the Remediation Plan.

Parents: Participated in the Advanced Reading Project and TASK workshop.

Students: Participated in all support activities for Reading and Math.

Volunteers: Ran student awards program; funded Reading newsletter; assisted teachers and targeted students.

Grant Writers: Wrote two grants for at-risk students and K-2nd graders in Math.

The Human Faces Behind the Data

Anecdotal Outcomes

"While working with the students on an individual basis or in small groups, a sense of trust and a strong bond begins to develop. I feel this is very much needed in the educational environment. With the teachers instructing me as to their students' weaknesses, I begin to hone in on those particular skills. Providing small reading groups four days a week for each 1st and 2nd grade class has been a definite plus for the below average reading students. The consistency of reading aloud each day and learning to follow while others are reading provides a positive impact on the students. My position has tremendous rewards in that I feel I have a part in seeing progress for the future being made with our BES students." Rhonda Bennett, "The Remediator"

SPARC is a continuous improvement document sponsored by the California Department of Education and the Los Angeles County Office of Education. SPARC has been adapted with permission as a complement to MEASURE.