

# MEASURE of Success

## SPARC - School Counseling Program Accountability Report Card

School: Cyesis  
Enrollment: 71  
Principal: Lorraine Colby  
Counselors: Melissa Hodnett

### Results

#### *Data after action plan:*

13 students at Level 1 in Reading  
11 students at Level 1 in Math  
6 students at Level 2 Reading  
6 students at Level 2 Math  
1 student at Level 3 Reading  
3 students at Level 3 Math  
1 student at Level 4 Reading  
1 student had a "NR" Reading Score

#### *Impact:*

1 student moved from a Level 1 to Level 2 Reading  
2 students moved from a Level 1 to Level 2 in Math  
1 student moved from a Level 1 to a Level 3 in Math

*According to these test scores, 30% of students did not increase one level in their FCAT Math and Reading scores.*

### Principal's Comments

The Cyesis Program is always a work in progress due to our ever-changing population. Many of our students have already dropped out of school and are seeking a second chance at high school graduation. The system we have in place is an attempt to meet all the needs of this population to the best of our ability. While we do not always show success according to district criteria, we do make a positive impact on the lives of our teen parents and their children.

### Systemic Changes

This year we implemented the weekly support staff meetings to more intensely address student attendance problems and the impact on academics.

This year we also spent a great deal of time focusing on the data of our students and planning instruction as well as interventions based on data. As a school a shift in focus will occur next school year in order to address our achievement gaps further.

### School improvement Issues

Improve attendance.

Develop a new comprehensive support staff model.

Improve students' FCAT scores by focusing on skill building and remediation.

Increase graduation rate by helping students achieve passing scores on the FCAT.

Increase parent involvement.

Increase student connection to school by building stronger staff to student relationships and focusing on the development of more engaging classrooms.

## **Stakeholders**

Principal  
Guidance Counselor  
Social Workers  
Teachers  
ESOL Aide  
School Nurse  
Community Agencies

## **Faces Behind The data**

One student in particular who made academic improvements came to us with very poor attendance. She has been on a district monitoring list for many years as an at-risk student. She has been involved in ESOL services and has had previous language barriers. She did not improve immediately, but with the continuous support of staff and the instruction she received she was one of the few students who improved her FCAT levels in both Reading and Math. She also greatly improved her attendance and seemed very connected to school upon the end of the year.

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.