

MEASURE of Success

SPARC - School Counseling Program Accountability Report Card

School: Venice High School
Enrollment: 2200
Principal: Candace Millington
Counselors: N Fountaine, S Cefalo, B Bartlett, G Harner, G Swikle, P Cokley, and B Delgato

Results

Data after action plan

25% of the lowest 45% in reading increased their score.

Principal's Comments

The guidance department has gone to great lengths to increase the scores of our lowest 25% students in the 10th grade. Even though we dropped from an A to a B, we are pleased with the success of many of our students.

Systemic Changes

Our school went from an A to a B.
45% of our lowest 25% students increased their score.
The understanding of the importance of the FCAT was increased.
The motivation level of the students was increased.

School Improvement Issues

Students in 10th grade that scored in the lowest 25% of the FCAT Reading test need to have individual assistance. The guidance department will work with these students in small group settings. The counselors will focus on test taking skills, relaxation techniques, and time management skills.

Stakeholders

Counselors: worked with students in small groups. Students: participated in group work on a weekly basis. Administration: supported our efforts to increase the scores of our students. Teachers promoted the efforts of the counselors and encouraged the students to work to their fullest potential.

Faces Behind the Data

The FCAT scores that we used to create this MEASURE plan have allowed us to see how our efforts will impact the success of the students. We found students that passed the FCAT because of test taking strategies that they received and therefore were not required to take the Intensive Reading course. This allowed the students to enroll at SCTI for a morning program. Our small groups also brought a new awareness to the relevance and importance of the FCAT. Mike, a student in one of the groups, spoke to his teacher about the nice rapport that he had developed with his counselor after working with her for several weeks. He said that he felt like someone on campus did have an interest in his performance both in the classroom and on the FCAT. We have all developed relationships with students that will help them with academic and social skills.