

MEASURE of Success

SPARC - School Counseling Program Accountability Report Card

School: Emma E. Booker School
Enrollment: 655
Principal: Gwendolyn Rigell
Counselor: Dr. Augusta Obi , Agata H. Gobic, MSW and Paula Beard

Results

Data after action plan:

For students to increase their annual SRI scores by at least 75 or more Lexiles:

- 53% of 3rd graders made annual gains.
- 47% of 5th graders made annual gains.
- 80% of 3rd graders passed FCAT Reading.
- 77% of 5th graders passed FCAT Reading.

Impact:

The action plan had a significant cant impact on most of the students.

Principal's Comments

Emma E. Booker has had record success with our students this year due to progress monitoring and the use of data to improve instruction. There was on-going communication with parents, and students were provided assistance with study skills and strategies. A major portion of our success was teaching students that they were going to be taking a test and helping them with the strategies that would reduce test anxiety. Through the shared leadership of Guidance department, a Career Day was organized which was very successful and exposed our students to various career opportunities. The Stakeholders pulled together and supported the initiative coming out of Guidance. As a result of combined efforts, we saw students improve significantly in the SRI scores, as well as FCAT scores at various grade levels.

Systemic Changes

- The 3rd grade FCAT results indicate 80% of the students scored Level 2 and above.
- The 5th grade FCAT results indicate 77% of the students scored Level 2 and above.
- Increased staff involvement and participation in reading strategies by forming focus groups to aid in student reading.
- Increase in parental involvement was created by the school to provide information regarding FCAT
- Frequent collaboration with teachers, staff, business partners, and other stakeholders.
- Discipline referrals continue to decrease from 673 referrals in 2005-06 to 660 in the 2006-07 school year.
- Character education awareness helped reduce behavioral referrals.

School Improvement Issues

To increase the reading scores of students.

Stakeholders

Counselors – Guidance services such as classroom guidance, small group and individual counseling and consultation with staff regarding resources. Collaboration with other stakeholders, parents, and staff. Advocate and encourage student's successes.

Teachers – Provide and implement innovative strategies to increase reading skills. Reading coaches – assist students with reading strategies in smaller groups.

Administrators – Support students and teachers and provide adequate reading resources.

Students – After school programs and tutoring such as the YMCA, PALS and Booker Boost.

Technology staff – Providing practice tests for students.

Community Agencies – Providing motivational speakers and mentoring.

Teacher Assistants – Provided assistance with students on test taking and reading strategies.

Mentors – Worked one-on-one with some of the students to assist them with their reading skills.

Faces Behind The data

A 5th grade student, who was previously on Level 2 Reading due to test-taking anxiety, increased his FCAT Reading to Level 4 this school year. This academic progress was a result of support, strategies, and interventions implemented by staff and stakeholders.

During 5th grade graduation, this student made a speech to the graduating class and parents, acknowledging his fears. He was very grateful to those who helped him gain confidence in himself, and be successful in overcoming his test-taking anxiety, thus empowering him to perform at such a high level on the FCAT.

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.