

**SCHOOL DISTRICT OF HILLSBOROUGH COUNTY**  
**SCHOOL COUNSELING PROGRAM ACCOUNTABILITY REPORT CARD (SPARC)**  
**2005 – 2006**

School: Hunter's Green Elementary  
 Enrollment: 868  
 Principal: Kristin Tonelli  
 Counselor: Adrienne Sanders

**Principal's Comments**

Mrs. Sanders organized a "Prompt Panthers" tardy group this year. She disaggregated data from the 2005-2006 school year with regard to children with chronic tardies. She created a letter for each child to take home outlining mission and goals for her new guidance group. Once permission was obtained, she kicked off her guidance sessions this school year with very eager children!

I was very impressed by the Prompt Panthers tardy group. The children looked forward to attending their weekly meeting because Mrs. Sanders created a climate of acceptance. She discussed specific strategies to reduce tardies. She made it a point to celebrate each student's success, and she made sure to remain optimistic even when apparent goals were not met for the week.

I could see the self esteem of the children rising. They took ownership for personal behaviors that were roadblocks to arriving on time. Children shared examples such as turning off their alarm clocks but not getting out of bed, and not having school materials organized in the early morning hours. They shared feeling of frustration when they could not change other family members' behaviors.

For example, siblings who were slow to get going in the morning or parents who were not ready to leave when they were.

Mrs. Sanders charted their progress and established rewards. There was a positive reduction in tardies.

The children earned quality time with their guidance counselor and they made new friends. I know that the children benefited from Mrs. Sanders Prompt Panthers tardy group on many different levels.

**Results**

- In the 2005-2006 school year, 31 targeted students accumulated 30 or more tardies.
- In the 2006-2007 school year, of those same 31 targeted students, only 2 accumulated 30 or more tardies.

Students	Number Tardies in 2005-2006 Year	Number Tardies in 2006-2007 Year	Percentage Tardies decreased
1	31	15	52%
2	34	13	62%
3*	32	1	97%
4*	30	2	93%
5	43	47	-9%
6	35	2	94%
7	33	2	94%
8	32	7	78%
9	48	29	40%
10	53	6	89%
11**	30	9	70%
12	45	1	98%
13	37	1	97%
14	47	16	66%
15	42	47	-12%
16	38	25	34%
17	30	2	93%
18	31	2	93%
19	39	16	59%
20	40	18	55%
21	33	20	39%
22**	34	24	29%
23	31	5	84%
24	36	27	25%
25	46	18	61%
26	78	28	64%
27	30	8	73%
28	31	8	74%
29**	37	14	62%
30**	37	21	43%
31**	32	17	47%

\* = Student moved before the school year ended

\*\* = Student did not participate in small group experience due to parental objection

## School Improvement Issues

Arriving to school on time plays a key role in student learning & academic success. If the child is not at school, how will the child learn? With this in mind, the school focused on improving its FCAT scores and overall attendance rates. Excessive tardiness affects all of these areas.

## Critical Data Element(s):

To help the 31 students who accumulated 30+ tardies during the 2005-2006 school year decrease their tardy rates for the 2006-2007 year in order to improve student learning.

## Systemic Changes and Interim Data Results

1. Constant monitoring of students with excessive tardiness initiated.
2. Increased contact with parents involving tardy concerns from all stakeholders.
3. Small groups formed and incentive plans utilized to help decrease excessive tardiness.
4. Increased awareness of the importance of maintaining good on-time school arrival by students & parents.
5. Approaches to working with students & teachers strengthened as well as the approach to handling tardy issues.

## Stakeholders/ Partnerships

**Counselor:** Created and led the incentive programs & small groups for tardiness. Reviewed data & collaborated with the teachers to help students with excessive tardies. Consulted with social worker and principal to implement new strategies to decrease excessive tardiness.

**Administrators:** Provided leadership and support for the new program. Supported counselor & social worker as well as met with parents & students personally to encourage on-time school arrival. Also, always stressed the importance of being on time to the school through various means such as the morning show and school newsletter.

**Social Worker:** Co-led and created the small groups and incentive plan. Collaborated on new ideas to help decrease excessive tardies. Met with students to provide support.

**Teachers:** Supported the new "prompt panthers" groups. Reinforced the importance of arriving to school on time in the classroom. Monitored their students tardies & notified appropriate personnel (counselor, social worker, principal) when tardy problems begin to occur.

**Parents:** Assisted in getting their children to school and supported the school's procedures & policies on tardiness.

## The Human Faces Behind the Data

One of my small groups is a group of second graders. Every week they come without me reminding them and they always have the biggest smiles on their faces. In this group, there are 2 brothers who said the following, "Mrs. Sanders, we love coming to group! We tell our mom to hurry up and get going so we can come to school on time because we want our gold star for the week." The boys also told me that their mom is much more aware of the time and makes sure they leave the house in plenty of time this year, even if there is traffic. They also told me that they have had "good talks" with their mom about why it's so important NOT to be late to school! I consider this a success!