

MEASURE of Success

SPARC - School Counseling Program Accountability Report Card

School: Ashton Elementary
Enrollment: 870
Principal: Bill Muth
Counselors: Linda Didovic and Shelley Sims

Results

Data after action plan:

- Grade 2 (now grade 3) 50% of students made gains greater than 10%. Average gain was 9 points.
- Grade 3 (now grade 4) 80% of students made gains of 10% or more. Average gain was 9 points.
- Grade 4 (now grade 5) 81% of students made gains of at least 10%. Average increase was 19 points.

Impact: Most Students performed above our goal.

Principal's Comments

The MEASURE plan has helped Ashton counselors monitor our target students throughout the year. The strategies used by Mrs. Didovic, Mrs. Sims, and all of the stakeholders assisted students in raising their test scores. The students also developed an increased confidence in their abilities. The continuation of this program during the 2007-2008 school year will provide additional students with needed support.

Systemic Changes

This year, teachers implemented the 90 minute reading block. They also continued to discuss target students at PLC/CSI meetings. Staff received training in technology and writing skills during PLC meetings. Staff continued to learn to use data to drive their instruction and remediation throughout the year. They were trained to use Active Boards to enhance their teaching. The staff continued with remedial support such as after school ACE classes and the FCAT tutorial program. The staff participated in Kagan training and implemented this interactive style in the classroom as well as guidance groups. Guidance counselors led groups that emphasized motivation and organizational skills. Counselors also conducted individual conferences with students. Students participated in the BIGS program again this year.

School improvement Issues

Ashton improved PLC meetings, combining technology and data. The technology lab schedules were improved to make maximum use of student time on computers. Teachers received more writing training, using the same method as the previous year. Staff needs to continue to identify and provide differentiated instruction to our targeted lowest 25% of students.

Stakeholders

All of the stakeholders worked diligently to raise student achievement. Target students were identified by stakeholders and received interventions throughout the year. Stakeholders collaborated to help target students succeed. TH is a second grade student who has been at Ashton since kindergarten. He receives ESE services for learning disabilities. This year his grades plummeted the first grading period due to drastic changes at home. He became at risk for both academics and behavior. We worked with family resources to stabilize the home situation. Our school social worker, school nurse, and guidance counselor assisted in turning around TH's emotional well being so that he could concentrate on his school work. His spring SAT scores are a respectable 41% in reading and 40% in math.

Faces Behind The data

DD is a third grade student who was new to Ashton this year. His SAT reading score from second grade was 25%. In the fall his teacher targeted him as at risk of not passing FCAT reading. His SRI score in the fall was below level at 236. DD was discussed at CSI meetings. Interventions were put into action. He received differentiated and remedial instruction, was invited to ACE, after school tutoring, and closely monitored. CSI discussions continued. DD had an individual behavior daily plan for a while as needed. Behaviors improved immensely throughout the year. DD participated in a small guidance group. In Jan. his SRI score rose to 536, and by spring he scored an impressive 712. DD also earned a level 3 on FCAT reading and 49% on the NRT. DD surpassed our goal.

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.