



Support Personnel Accountability Report Card 2010

"A continuous improvement document sponsored by the California Career Resource Network and the Los Angeles County Office of Education."



ADELE HARRISON MIDDLE SCHOOL

School Address: 1150 Broadway, Sonoma, CA 95476

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Principal: Karla Conroy

District: Sonoma Valley Unified

Grade Level: 6th-8th

Enrollment: 468

Website: www.adeleharrison.org

School Year: Traditional

Principal's Message

The Student Support Personnel Team (SSPT) at Adele Harrison Middle School (AHMS) serves a vital role in the safety, academic success, career awareness, and personal/social health of all students. The SSPT fully supports the implementation of the National Standards for School Counseling, and holds our school programs accountable to these standards. The SSPT is instrumental in providing students with the individualized review of academic performance that is so necessary to attaining an excellent education.

We have made significant progress on our two Focus for Improvement goals from last year: (1) students taking responsibility for their academic performance, and (2) students connecting their current studies to career development. AHMS students continue to take charge of their education by preparing and leading their own individualized parent conferences. The parent conferences focus on reviewing their strengths, identifying areas where improvement is needed, and setting goals for the future. Students came away inspired when we expanded our annual Career Day to include a keynote speaker. The addition of more career session choices provided more opportunities for students to connect their educational studies to potential future careers. Our two Focus for Improvement goals for 2010-2011 are (1) student achievement and (2) building relationships.

We have improved the rigor and consistency of our school-wide interventions that promote our exit from the Program Improvement status under No Child Left Behind (NCLB). Members of our counseling staff play an integral role in our District's Leadership Committee, whose primary focus is on student achievement. The incorporation of our Support Personnel Accountability Report Card (SPARC) into our Single Plan for Student Achievement adds additional evidence of our mission to provide an outstanding education to AHMS students. Achievement data is reviewed every five weeks, using district benchmark assessments aligned to state standards. Students are then assigned to intervention classes with an increasingly skill-specific focus based on their needs. The staff's focus on building relationships has had a dramatic effect on school climate and culture at our campus. The goal of this focus is to use those relationships to engage students in their learning, and to also increase their sense of belonging and student voice on campus.

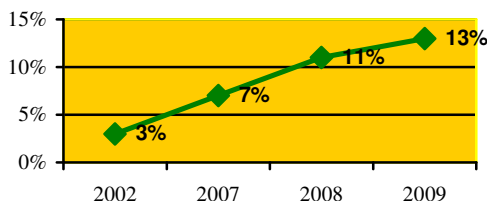
Student Support Personnel Team

Students at AHMS are served by one full-time counselor who plans, coordinates, and evaluates all support programs, providing an equitable support system for all students. Under her direction, the SSPT delivers services in the personal/social, academic, and career domains consistent with the National Standards for School Counseling. Members of the SSPT offer a wide variety of services to students and parents including individual and group counseling, curriculum development, classroom guidance, peer facilitation, parent education, and professional development. All certificated members of the SSPT hold appropriate credentials, which meet No Child Left Behind (NCLB) guidelines for highly qualified staff. Team members also hold memberships in professional organizations related to their respective disciplines. With 445 years of combined educational experience, this cohesive and diverse team ensures that students have what they need to reach their fullest potential.

Team Member	Education/Credentials	Team Member	Education/Credentials
Principal	Bachelors Degree, Teaching and Preliminary Administration Credentials	Office Manager	Associate Degree
Vice Principal	Bachelors Degree, Masters Degree, Teaching, Administration, and Community College Credentials	Teachers	Bachelors Degree, Teaching Credential, and Bilingual Cross Cultural Language Certificates
School Psychologist	Bachelors Degree, Masters Degree	Speech Therapist	Bachelors Degree, Masters Degree, Speech and Language Certificate
School District Nurse	Bachelors Degree	Health Technician	Continuing Education
School Counselor	Bachelors Degree, Masters Degree, Teaching and Pupil Personnel Services Credentials	Pre-Service School Counselor	Masters Degree, Pupil Personnel Services Credential in Progress
Campus Supervisor, Instructional Aides (3)	Continuing Education	Attendance and Welfare Specialist	Continuing Education
Academic Coordinator	Bachelors Degree, Teaching Credential	English Language Learner Coordinator	Single and Multiple Subject Teaching Credential

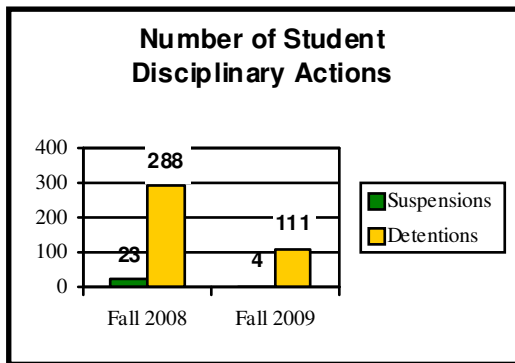
School Climate and Safety

Percentage of Students Trained as Safe School Ambassadors



The AHMS campus offers a safe, supportive, and positive environment for our students due in large part to the exceptional efforts of the SSPT. We believe that students who feel safe and connected to their school can pay full attention to their studies and achieve higher levels of academic success. By implementing many programs and interventions, the SSPT provides data used to update the School Safety Plan that is reviewed yearly by the School Safety Committee and adopted by the District's Board of Education. Some of these programs include Safe School Ambassadors (SSA), Builders Club of Kiwanis International, and Words of Wisdom. As the graph shows, members of the SSPT help with training students who have been nominated by their teachers to assist in identifying peer acts of cruelty and violence. They use these intervention skills to help decrease acts of cruelty and violence within peer groups on campus.

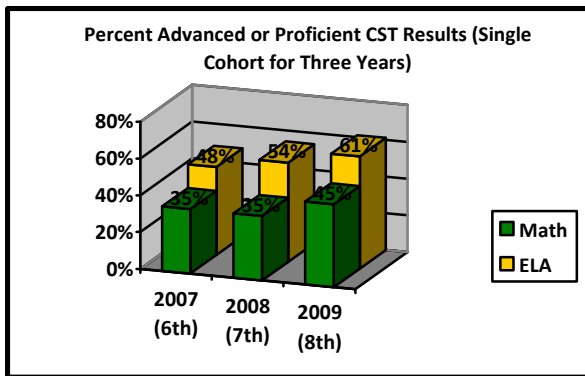
School Climate and Safety (continued)



The SSPT members have collaborated with AHMS staff to reduce the total number of disciplinary incidents in significant categories related to school climate. A comparison of the discipline statistics at AHMS for Fall 2009 versus the same period for Fall 2008 indicates a significant decrease in the total number of detentions and suspensions. Counselors work jointly with the AHMS staff to foster and build relationships with all students, contributing to the overall reduction in student misbehavior as represented by the graph on the left. At AHMS, parent contact is initiated at the beginning of a progressive discipline system, and lesser consequences are initially issued for student rule violations with the goal of changing behavior and avoiding greater consequences. In addition to individual and group counseling, students participate in a Cause and Effect Thinking Map to reflect on their behavior and to resolve conflict.

Student Results

Measuring and analyzing student results are important in providing evidence of SSPT effectiveness, and also point to areas in need of improvement. The evidence-based outcomes shown here are aligned with the American School Counselor Association (ASCA) National Standards and demonstrate the positive impact of the SSPT in meeting the academic, personal/social, and career needs of our students.

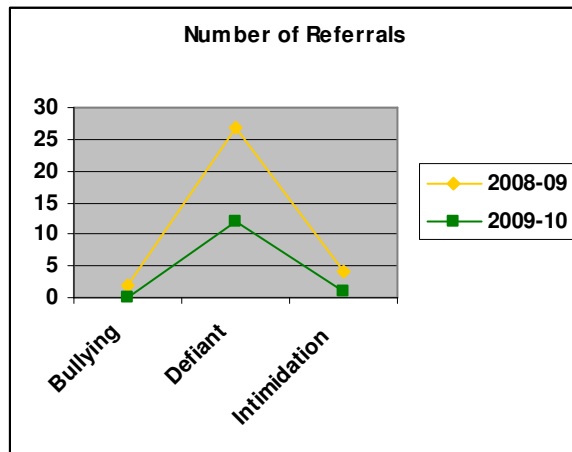


Academic Domain, Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

AHMS students are provided with the tools and resources they need for academic achievement and success. The graph displayed on the left reflects increased knowledge in the areas of Math and English Language Arts (ELA) within a student cohort when their California Standards Test (CST) scores were tracked longitudinally. The SSPT assists and supports student learning by implementing interventions such as Zero Period Homework Help, grade-level transition activities, individual and group counseling, and Specific Academic Enhancement (SAE) classes for the last period of the school day.

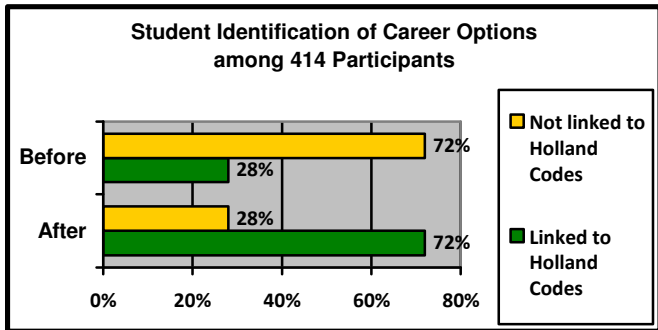
Personal/Social Domain, Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect staff and others.

The Principal and the Vice Principal provided classroom guidance for all grades in the beginning of the school year to define rules and provide clear expectations for student school behavior. At that time, counselors also met with students that were identified as at-risk to provide a supportive connection. This year, all of AHMS staff has taken part in a school-wide focus on student-adult relationships to foster positive connections and reduce referrals for misbehavior. Additionally, continuing programs from last year, such as *Let's Get Real About Violence* and the *Let's Get Real* bullying prevention program, have promoted student awareness and education. The graph at right exemplifies how the SSPT facilitated programs described above, combined with an active Leadership Class and the Builders Club, have effectively reduced the number of referrals for bullying, defiant, and intimidation behaviors.



Career Domain, Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

In Spring 2009, students participated in a career awareness program consisting of three main activities. Students completed a Self-Directed Search, participated in career classroom guidance lessons, and attended our annual Career Day. As the chart to the left illustrates, prior to the career awareness program only 28% of the students could identify careers that were linked to Holland Codes. Upon completion of the career awareness program, 72% could now identify careers that linked to Holland Codes. This demonstrates increased knowledge about the world of work.



Community Partnership / Resources

The SSPT works with numerous community partners and a wide variety of community resources to enhance and expand service options for students. These community partnerships are essential in fostering the success of AHMS students and the SSPT is extremely grateful for their supportive presence. As an example, our partnership with Sonoma Valley Mentoring Alliance pairs AHMS students with community mentors who help promote academic and personal success. Additionally, our ongoing partnership with the Sonoma State University (SSU) Counseling Program provides AHMS with pre-service school counselors who deliver supportive programs and services to our students. Other vital community partners include:

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| <p>Academic</p> <ul style="list-style-type: none"> - Sonoma Valley High School Tutoring - Sonoma Valley Education Foundation | <p>Career</p> <ul style="list-style-type: none"> - SSU Pre-College Program - SSU Migrant Education Advisory Program | <p>Personal/Social</p> <ul style="list-style-type: none"> - Sonoma County Community Matters - Valley of the Moon Boys and Girls Club - Social Advocates for Youth (SAY) |
|---|--|---|

The AHMS volunteers support the SSPT by participating in school activities vital to the academic, personal/social, and career development of our students. Two examples of volunteer activities include the following: (1) students are members of The Builders Club of Kiwanis International and meet weekly to implement service projects in our community; (2) members of our local business community volunteer their time and talent at our annual Career Day. Volunteers are encouraged to contact Deborah Van Horn at the main office by phone at (707) 935-6080 or by email at dvanhorn@sonomavly.k12.ca.us to become involved.