



## Support Personnel Accountability Report Card 2009-2010

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District: Cotati-Rohnert Park Unified • Principal: Dr. Laurie Mason • Grade Level: 6-8 • Enrollment: 730 • School Year: Traditional

### Principal's Message

We are fortunate at Mountain Shadows Middle School (MSMS) to have a Student Support Personnel Team (SSPT) that works collaboratively with the entire staff in order to effectively serve our 730 students. Our SSPT includes members who are enthusiastic, creative, and dedicated to promoting academic and personal success in a safe learning environment. Building on the American School Counselor Association's (ASCA) National Standards, the SSPT supports a student's academic, career, and personal/social development. At MSMS we are *all* committed to providing students the opportunity to grow and succeed in ASCA's career, academic and personal/social areas of student development by implementing a multitude of services and programs such as after-school tutorials, motivational community speakers, and counseling intervention/prevention strategies. In this first year of submitting a Support Personnel Accountability Report Card (SPARC), our foci of improvement include: 1) increasing student achievement and 2) continuously improving school culture. MSMS will incorporate the SPARC into our school Site Improvement Plan. As Principal of MSMS, I am honored and proud to work with such an outstanding SSPT that is committed to the success of meeting the specific needs of our students and helping them reach their highest potential/goals.

### Student Support Personnel Team

The SSPT at MSMS is a diversified and collective unit that is fully dedicated to serving the student body and utilizing the National Standards as the foundation. This cohesive team works diligently to implement programs that are instrumental in personal/social, career, and academic student growth. The counseling team collaborates, designs, and coordinates services that evaluate an equitable student support system.

The classified/certificated members of the SSPT are a highly experienced group that have over 206 years of experience in the Cotati Rohnert Park Unified School District and belong to various associations such as: ASCA, California Association of School Counselors (CASC), California League of Middle Schools (CLMS), Association of Supervision Curriculum Development (ASCD), California Middle Grades Partnership Network (CMGPN), Sonoma Leadership Network (SLN) and Association of California School Administrators (ACSA). Certificated members hold the appropriate credentials which meet the No Child Left Behind (NCLB) guidelines.

| Team Member                                    | Highest Degree                          | Years |
|--|---|-------|
| Principal                                      | Doctorate of Education                  | 11    |
| Vice Principal                                 | Bachelor's Degree, Continuing Education | 12    |
| Counselors (2)                                 | Master's Degree                         | 31    |
| Intervention Coordinator                       | Bachelor's Degree, CLAD Certificate     | 6     |
| Resource Specialist Program (RSP) Teachers (2) | Master's Degree                         | 28    |
| Psychologist                                   | Master's Degree, PPS Credential         | 28    |
| Speech/Language Pathologist                    | Master's Degree                         | 25    |
| Staff Secretaries (3)                          | Associate's Degree, Bachelor's Degree   | 65    |

### School Climate and Safety

The SSPT is made up of individuals who work as a team in order to effectively increase school climate and safety. The counselors at MSMS work with students, both individually and in groups, on both emotional and social issues. Teachers work with students on academics and instruction. Administration works with the SSPT to support them in areas such as intervention, follow-up, and legal issues. Additionally, the SSPT coordinates conflict resolution groups, referrals to outside resources, and parent meetings. The SSPT is in accordance with an updated school safety plan that is reviewed by the School Safety Committee and adopted by the District's Board of Education.

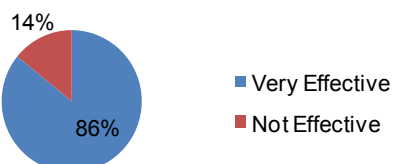
The SSPT at MSMS devotes a substantial amount of time towards preventative measures in order to ensure school climate and safety. At the beginning of the year, the Vice Principal meets with all students in groups to address expectations, options and how to deal with conflict. The counselor then follows up with the students in groups to discuss any questions and concerns. In the Spring, administrators visit students again to discuss any issues and to introduce new policies or developments.

Four years ago, MSMS started teaching in Small Learning Communities (SLC). For each grade, there are two SLC teams. Students are scheduled into classes within the SLC. This smaller community setting allows for students to get to know their teachers and classmates

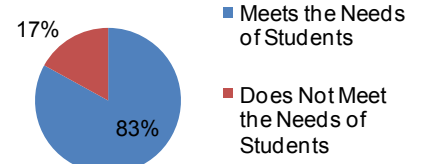
on a more intimate level and helps foster a safer climate. Teachers within the SLC meet frequently to collaborate on the curriculum and discuss student progress. MSMS counselors rotate into these teams weekly and participate in at least one of the team meetings.

The chart to the left represents the MSMS teachers' reports of the effectiveness of SLC in collaboration among school personnel. The chart to the right

SLC Effectiveness in Collaboration Among School Personnel



SLC Effectiveness in Meeting the Needs of Students



represents teachers' reports of SLC effectiveness in meeting the needs of the student body. The majority of reports indicate that the SLCs are well-received by both school personnel and students and help to improve the overall climate and feelings of security at MSMS.

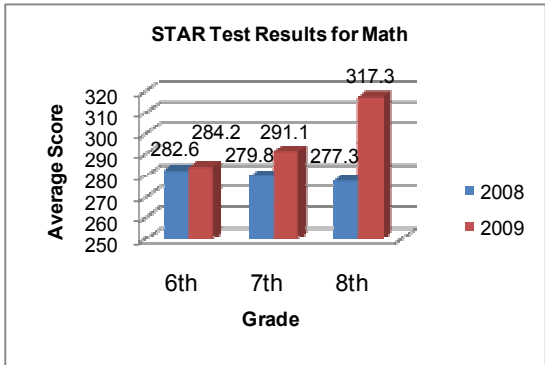
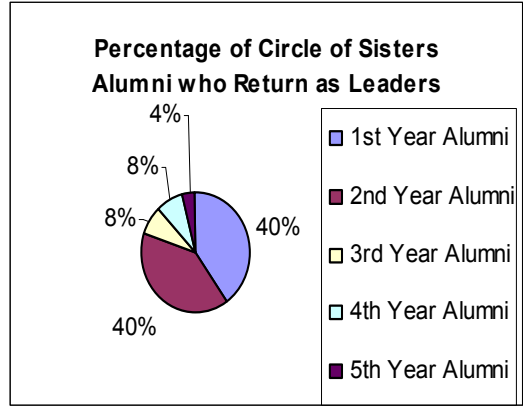
## Student Results

In order to measure the effectiveness of our programs, the SSPT works cohesively to meet three domains of the ASCA National Standards. Through interventions such as academic counseling, career development guidance lessons, and personal/social support, the SSPT at MSMS addresses student needs in the following domains:

### Personal/Social Domain

*Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.*

The SSPT is committed to encouraging connectedness within the school and larger community. One way MSMS does this is through the Circle of Sisters Program (COS) which works with female students who are experiencing personal/social issues. Students are invited to participate after being referred by their teacher or the SSPT. COS is an after-school girls' support group that provides a healthy environment conducive to producing positive adolescent development. Currently, the COS has expanded to include MSMS alumni who are now in high school. The high school students contribute to the group through leadership/mentorship roles for the middle school COS participants. This group has been running for ten years. Upon completion of this program, students have acquired the attitudes, knowledge and interpersonal skills to help them understand and respect self and others. Year after year, COS alumni come back to serve as mentors/leaders for currently enrolled MSMS students. The graph to the right shows the number of girls who have completed the program and stayed to serve as mentors/leaders for up to five years which demonstrates retained knowledge and increased levels of interpersonal skills.



### Academic Domain

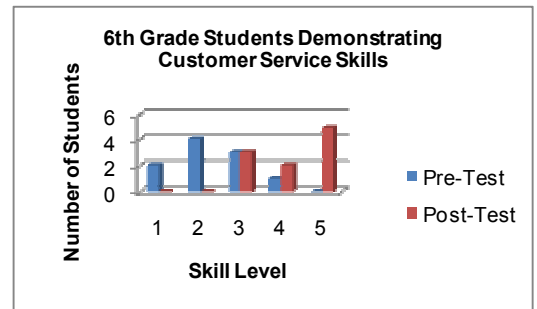
*Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.*

MSMS has established an intervention program that aids and supports all students in achieving academic excellence. The SSPT conducts meetings with sixth, seventh, and eighth grade students and their parents to discuss educational plans that aim at strengthening and improving students' scholastic abilities. The strategic plans implemented are monitored during the course of the year by the counselors and intervention coordinator. The graph to the left illustrates the STAR Math test standard scores of students whom have had intervention assistance, and points out that scores have improved among all three grade levels over the past year.

### 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.*

The SSPT is dedicated to preparing students in developing personal assets that will assist them in becoming contributing members to the work force. Grade A Caf   is a student-run business that is primarily operated by the MSMS Special Day Classes (SDC). The SDC instructors and assistants play a significant role in developing a vocational training curriculum that emphasizes hands-on experience. One of the focal points of this program is helping students learn effective ways of communicating with customers which will prepare students for the world of work. The graph to the right reveals the sixth grade pre/post test data from surveys administered to ten students at the beginning and end of the semester. The majority of students have increased their levels of customer service skills, which will help them better investigate the world of work.



## Community Partnerships and Resources

Community relationships are essential in increasing school climate and culture. At MSMS, we value our community partnerships and resources. These partnerships create a safer school atmosphere, increase our school's connection to the community, and foster a cohesive partnership. We are fortunate to have an abundance of resources and community volunteers that have helped enrich the learning environment at MSMS. Because of our collaboration with the community, the SSPT is able to effectively implement the three domains of the ASCA National Standards. Some of the vital contributions of our community partners include:

- After School Student Instructional Support and Tutoring (ASSIST) which is an after school program that offers tutoring and homework help.
- The School Attendance Review Board (SARB) which is a group of educators, community members, and parents that have assisted in the increase of student's attendance and truancy rates.
- Sonoma State University (SSU) which is an essential partnership in helping students explore and create their career path. SSU has provided several student mentors and advisors that encourage students to explore their options in high school and beyond; and
- Restorative Resources which is a partnership that has helped students and staff creates positive relationships through mediation and conflict resolution.

The alumni and parents of MSMS are dedicated to volunteering their time and services in order to better meet the needs of our students. Many of our motivational speakers are both alumni and active members of the community. They have conducted assemblies and classroom visits that are focused on academics and personal/social issues. The parents of MSMS support the entire school staff by volunteering their time at school-wide events. They actively participate by providing food, decorations, and supervision services. The SSPT enthusiastically welcomes parents, community members, and community organizations to provide services that will help all MSMS students reach their highest potential.

| Academic Domain   | Career Domain  | Personal/Social Domain  |
|---|--|---|
| ASSIST, Upward Bound, Building Effective Schools Together (BEST), Migrant Education Advising Program (MEAP), SARB | Rising Stars, SSU Mentors, Kuder Career Exploration, Meteor Join Us Making Progress (JUMP) | Big Brother/Big Sister, Sonoma County Associates for Youth Development (SCAYD), Padres Unidos, Circle of Sisters, Moviendo Monta  as, Restorative Resources |

To help make a difference for all students and staff members, please contact Dr. Laurie Mason: [Laurie\\_Mason@crpusd.org](mailto:Laurie_Mason@crpusd.org) (707) 792-4800.