

Peary Middle School Home of the Huskies



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SUPPORT PERSONNEL ACCOUNTABILITY REPORT CARD SPARC 2010

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

PRINCIPAL'S MESSAGE

As principal of Peary Middle School (PMS), it is an honor and a privilege to work with such an outstanding and caring group of individuals. These individuals are members of our Student Support Personnel Team (SSPT) which we refer to as the Counseling Resource Educational Support Team (CREST). Under the supervision and guidance of the Assistant Principal, Secondary Counseling Services, CREST is dedicated to the development of the whole child. This team consists of a collection of collaborative, enthusiastic, self-directed, and self-motivated individuals, who make student academic success, student safety, student social/emotional/physical needs, and student character development integral components in our students' overall growth. I fully support, encourage, and commend their implementation of the National Standards for School Counseling in all three domains: academic, career and personal/social development.

School counselors are implementing Assembly Bill (AB) 1802 with fidelity and dedication. All students have been targeted for increased and sustainable achievement and informed of expectations through Individual Culmination Plans (ICPs). All stake-holders are involved in this process. Additionally, students participate in activities that are academically rigorous, and prepare them for college and careers, thereby contributing to their personal and social growth. These activities have positively impacted our children's future. Last year, our focus was on creating positive community and school relations, reducing our suspension rate, and creating a culture of continuous academic achievement by providing a safe and civil learning environment for students and staff. These goals are successfully being met as a result of CREST support services. In order to provide consistency and increase achievement, we will continue to target these areas in addition to focusing on improving mathematics skills school-wide and increasing the number of students who meet Los Angeles Unified School District's (LAUSD) promotional policy.

The Support Personnel Accountability Report Card (SPARC) and the findings therein will be included in the Single Plan for Student Achievement in order to address the program needs of our diverse population.

STUDENT SUPPORT PERSONNEL TEAM

CREST meets on a weekly basis in order to develop, implement, evaluate, and refine the standards-based policies, procedures, and interventions of our counseling program. Weekly meetings provide the counseling staff ongoing opportunities to monitor student progress, collaborate, and evaluate data obtained from staff, parents, and students. Over a course of five years, CREST has developed and implemented various intervention programs designed to provide all students with safety nets and ensure equal access to the curriculum. Student Study Team (SST), Language Appraisal Team (LAT), Discipline Review Team (DRT), Section 504 Plan, Individual Education Plan (IEP), behavioral guidance lessons, and various activities that promote growth are facilitated by the counseling staff with referrals and/or recommendations coming from data obtained during CREST meetings. Our *"CREST Manual of Policy and Procedures"* and *"Pyramid of Intervention"* have been instrumental in providing staff with a resource manual that shares the counselors' roles in providing a standards-based counseling program that advocates for students.

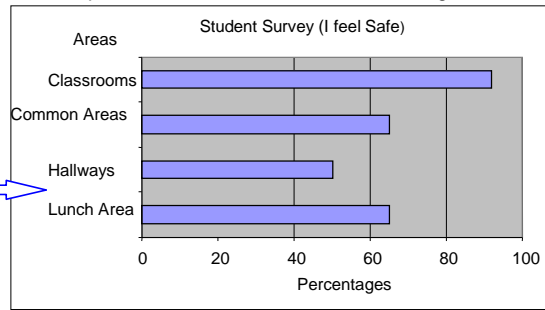
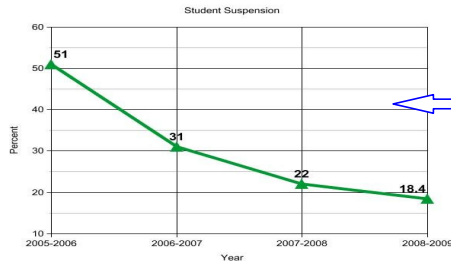
Our team members are experienced in servicing the needs of students and meet the No Child Left Behind guidelines for highly qualified staff. Members of the team belong to professional organizations such as American School Counselor Association, California Counseling Association, California Association of School Social Workers, Assistant Principal Secondary Counseling Organization, and California Teachers Association.

Team Members	Education and Credentials	Team Members	Education
Principal	Doctorate Degree; Administrative Credential; Teaching Credential	School Psychologist	Master's Degree; PPS: Counseling, School Psychologist
Counselors (6) <ul style="list-style-type: none"> ▪ 3 Grade Level ▪ 2 Intervention ▪ 1 Pupil Services and Attendance 	Pupil Personal Services Credential (PPS); Child Welfare and Attendance (CWA); Master's in Social Work; Master's Degree; Administrative Credential; Teaching Credential	Coordinators/Coaches (8) <ul style="list-style-type: none"> ▪ 6th Grade ▪ Data/Testing ▪ English Language Development ▪ English Coach ▪ Magnet ▪ Math Coach ▪ Response To Intervention ▪ Special Education 	Master's Degree; Teaching Credential; Administrative Credential
Dean (1)	Master's Degree; Teaching Credential; PPS	Assistant Principals (5)	Administrative Credential ; Master's Degree; Teaching Credential; PPS

SCHOOL CLIMATE AND SAFETY

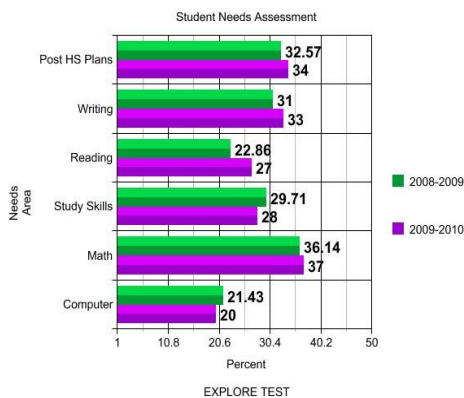
Our goal is to provide our students with a safe and civil school campus. Consequently CREST actively collaborates with the School Safety Committee to update and maintain a School Safety Plan that has been adopted by LAUSD's Board of Education. Additionally, through collaboration with the Safe and Civil Committee and the School Wide Positive Behavior Support Team (SWPBST), CREST is continually striving to maintain a positive school environment. Strategies include providing and presenting advisory lessons focusing on anti-bullying and self-esteem building. Counselors present best practices during staff meetings, model "Asset Building" lessons, visit classrooms, and consistently monitor suspension and assessment data to provide appropriate student intervention.

Our annual student survey indicates that over 60% of our students feel safe in classrooms, lunch areas, and common areas.



Our suspension graph indicates that through collaboration, with parents, students, staff, and the community, interventions are having a positive impact on our campus.

STUDENT RESULTS



CREST collects and utilizes student-based results to evaluate the effectiveness of student intervention programs in relationship to the three domains set forth by the National Standards of School Counseling: academic, career, and personal/social development.

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.

In order to support LAUSD's policy of ensuring that each student has every opportunity to achieve grade level standards for promotion, students are required to pass English and math in order to transition to the 9th grade. To ensure increased culmination rates, PMS has implemented Peary Academic Intervention Services (PAIS). A student, who fails one or more academic classes, has California Standardized Test (CST) scores within the 270 – 350 range, is Far Below Basic (FBB) or Below Basic (BB), has fallen below proficiency level within the past school year, or has requested additional support, is counseled and enrolled in PAIS. Counselors support PAIS by assisting the student and family in selecting the appropriate program and monitoring progress. The graph indicates an increase in the number of students who have indicated their desire to receive additional academic preparation.

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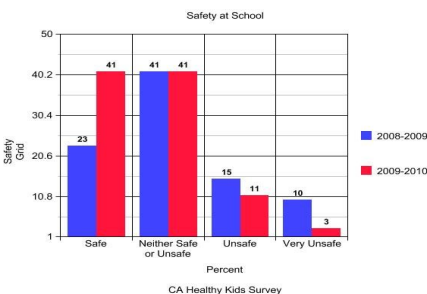
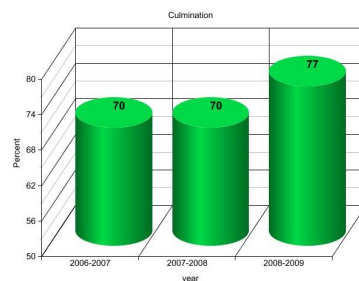
Career Domain: Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

All eighth grade students are provided counselor-led academic planning sessions. Student data, portfolios, and *Getting Ready for High School* are resources that assist students in developing their action plan for high school and in developing their understanding of the relationship between high school and the workforce. AB1802 conferences, classroom visits, letters home, parent workshops, and individual/group student conferences keep families regularly informed to ensure that our culmination rate continues to increase after having reached a plateau during the 2007-08 school year.

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

In the 2008-2009 school year anti-bullying and personal assets building campaigns were launched. Safe school ambassadors, classroom teachers, peer mediators all contributed to the success of the program. Based on the results of the Healthy Kids survey, there is an increase in the number of students who feel safe on campus.



COMMUNITY PARTNERSHIPS/RESOURCES

In order to ensure that our students are able to achieve their goals and meet competencies in the academic, career and personal/social domains, CREST partners with a variety of community agencies to provide counseling support, resources, parent training, and other mental health services that are not available at the local school site.

1. **Angel Gate** is a mentoring program that teaches new inter-personal skills by an adult mentor.
2. **Girls Inc** provides a support system for at-risk girls; allowing them a weekly opportunity to meet and discuss issues.

ACADEMIC DOMAIN	CAREER DOMAIN	PERSONAL/SOCIAL DOMAIN
Accelerated Reader Program Beyond the Bell Supplemental Services	Educational Talent Search – College El Camino College – Career Day, Tutoring	Healthy Families – Medical Team Works – Mentoring

CREST is continually impressed with the support and enthusiastically welcome parents and community members input and support in meeting the needs of our students. **If you are interested in volunteering at the "Home of the Huskies", contact: Ms. K. Anderson at (310)-225-4223 or kxa@8687@lausd.net.**