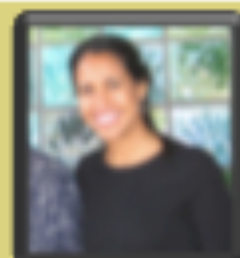




*Providing school counselors  
with critical information about  
successful practice, evaluation,  
and relevant research to create  
dynamic and powerful school  
counseling programs*



Trish Hatch, PhD  
Director School  
Counseling Prog.  
San Diego State  
University

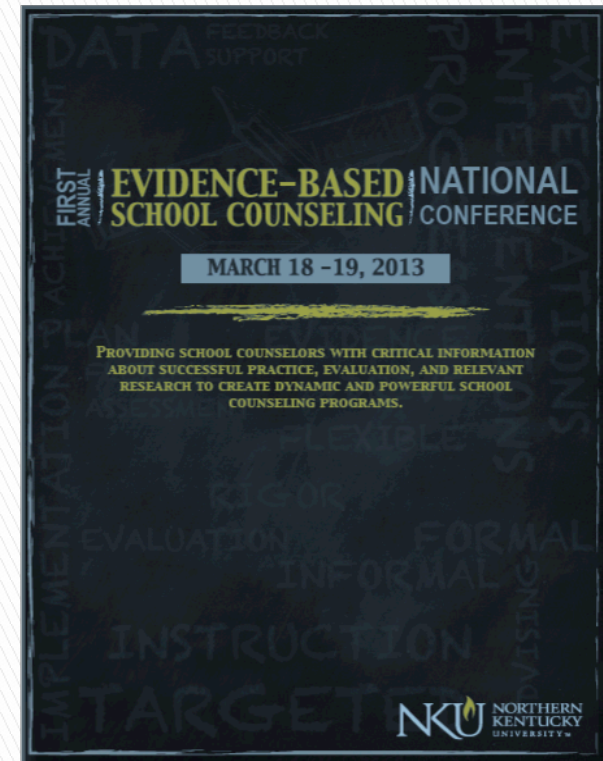


Danielle Duarte  
Adjunct Faculty  
and School  
Counselor  
San Diego State  
University

March 18, 2013  
and  
March 19, 2013

Successful Implementation of a Federally  
Funded Violence Prevention Elementary  
School Counseling Program:  
*Results Bring Sustainability*

# Successful Implementation of a Federally Funded Violence Prevention Elementary School Counseling Program: *Results Bring Sustainability*

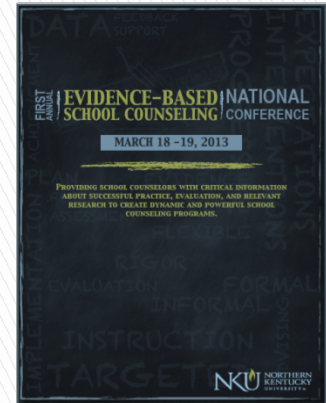


Trish Hatch, PhD  
Danielle Duarte, MS

*March 19, 2013*

# Presentation Overview

- School Board Presentation
- History of School District
- Program Goals
- Analyzing Preliminary Data
- Action Plans
  - School-wide Curriculum
  - Intentional Intervention



# Elementary & Secondary School Counseling Grant Program Presentation

Progress Update, Fall 2011

**Sylvia Stowers** – Project Director & School Counselor (Paloma)

**Pedro Caro** – School Counselor (Joli Ann Leichtag)

**Danielle Duarte** – School Counselor (Alvin Dunn)

**Judy Day** – School Social Worker (all sites)

**Christopher Espinoza** – Panther Paws Coordinator

Dr. Trish Hatch, External Evaluator

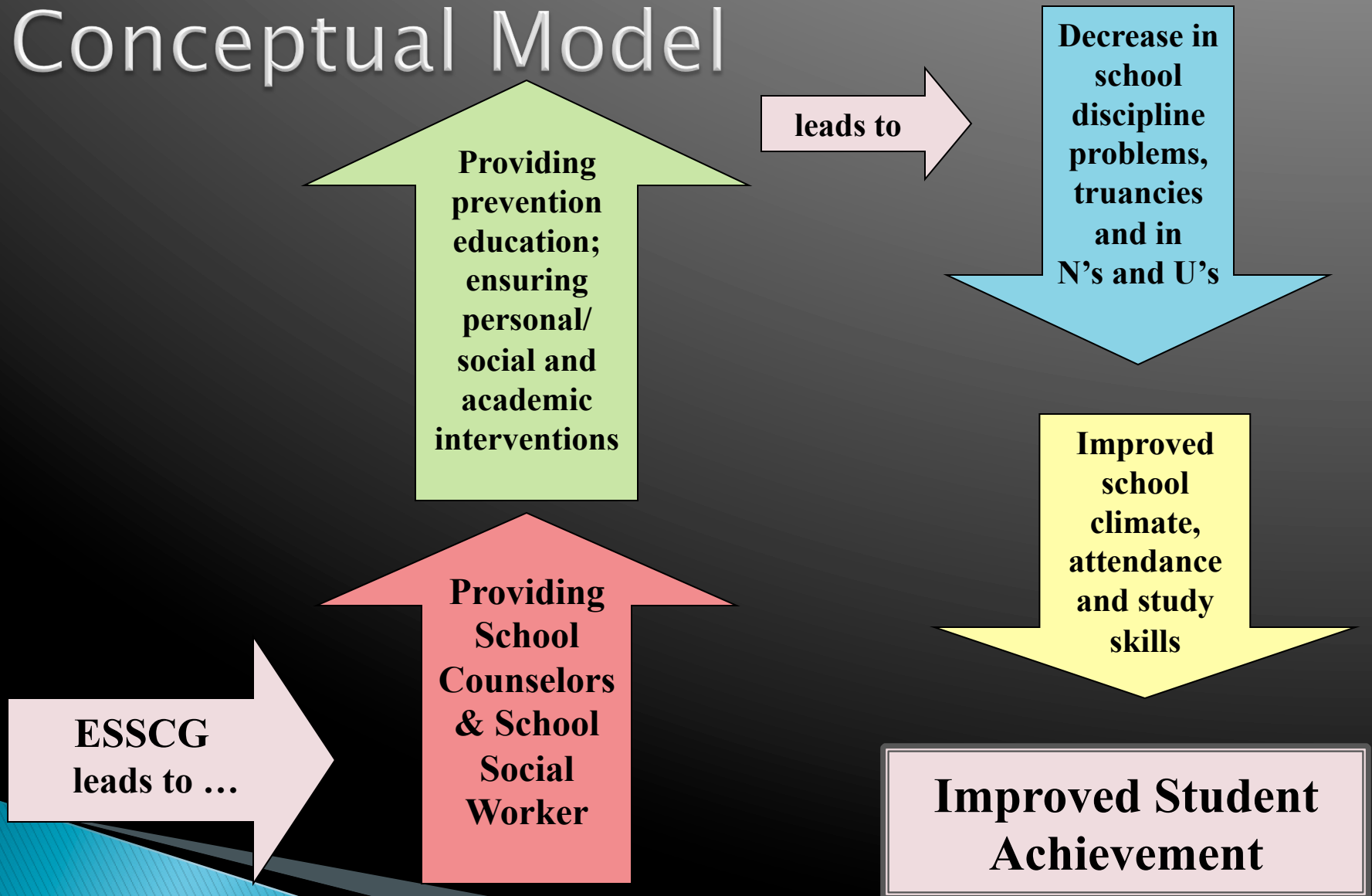


# Grant Program Description

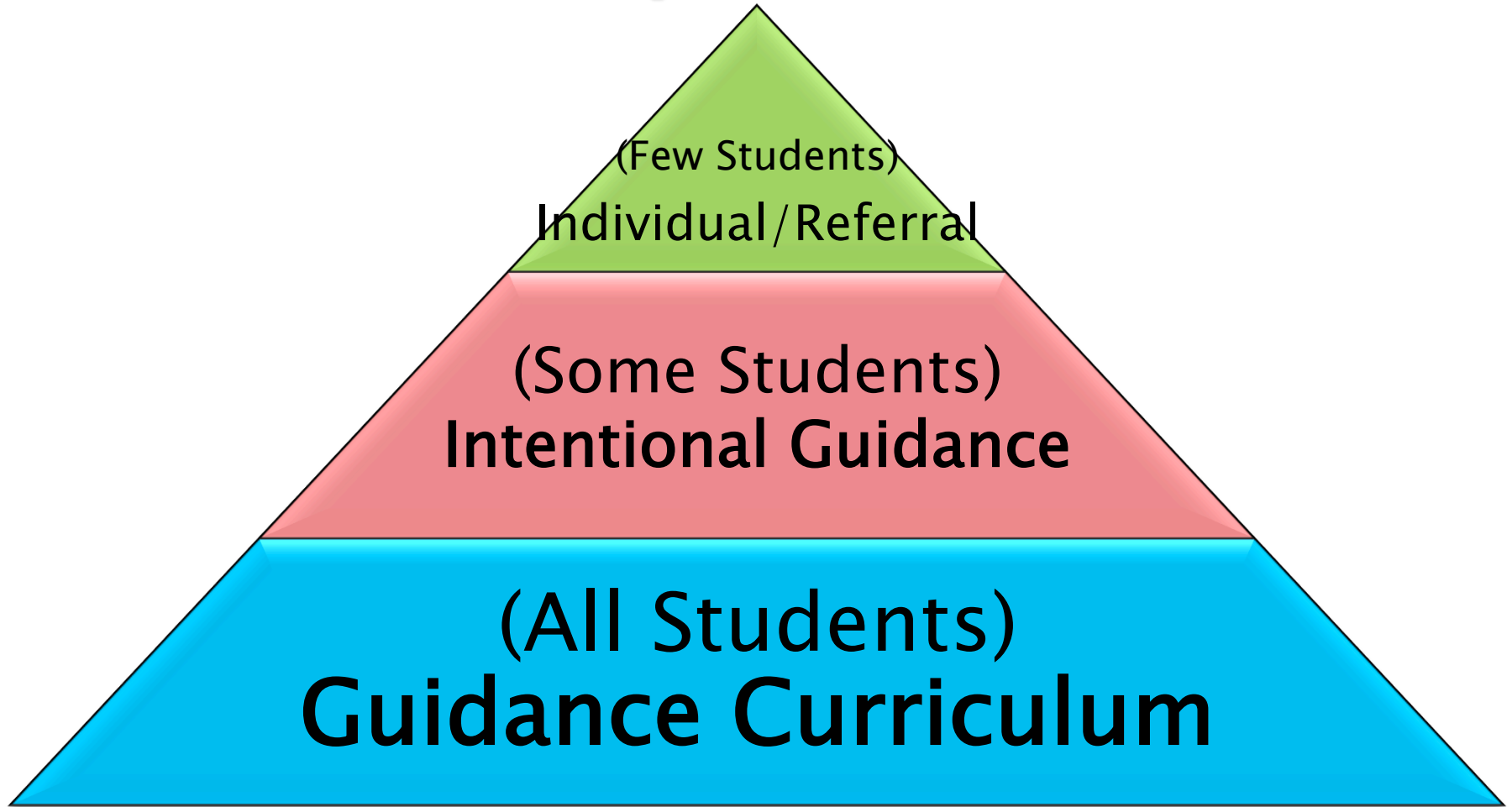
- ▶ **Federal Elementary & Secondary School Counseling Grant**
- ▶ \$400,000 yearly, 1.2 million over 3 years
- ▶ Grant funding for:
  - Three school counselors & one school social worker
  - Second Step Violence Prevention Curriculum
  - School counseling materials including games, books, & technology
  - Program Evaluation



# Grant Program Description: Conceptual Model



# Delivery of Services



# School-Wide Guidance Program Goal

- ▶ Goal: Increase *social & emotional competencies & academic achievement* of all students
- ▶ Objectives: *Increases* in:
  - S's & E's
  - Empathy/problem solving skills<sup>1</sup>
  - Students who score proficient & above on CSTs



<sup>1</sup>As reported by 5<sup>th</sup> graders on California Healthy Kid's Survey



# School-Wide Guidance Program: Activities Addressing Goal

## Classroom Guidance

- Second Step Lessons (empathy, problem solving, impulse control & anger management)
- Prevention Weeks (Red Ribbon, Stand UP to Bullying, College & Career, Ability Awareness)
- Lessons on diversity, study skills & peer pressure



## Ancillary Programs

- Peace Patrol & Student Council
- Recess Programs (Intramural Sports Leagues, Jag Games, Dragon Club, Good Sports, Room 43 Free Play, Jaguar, Panther, & Dragon Jams)

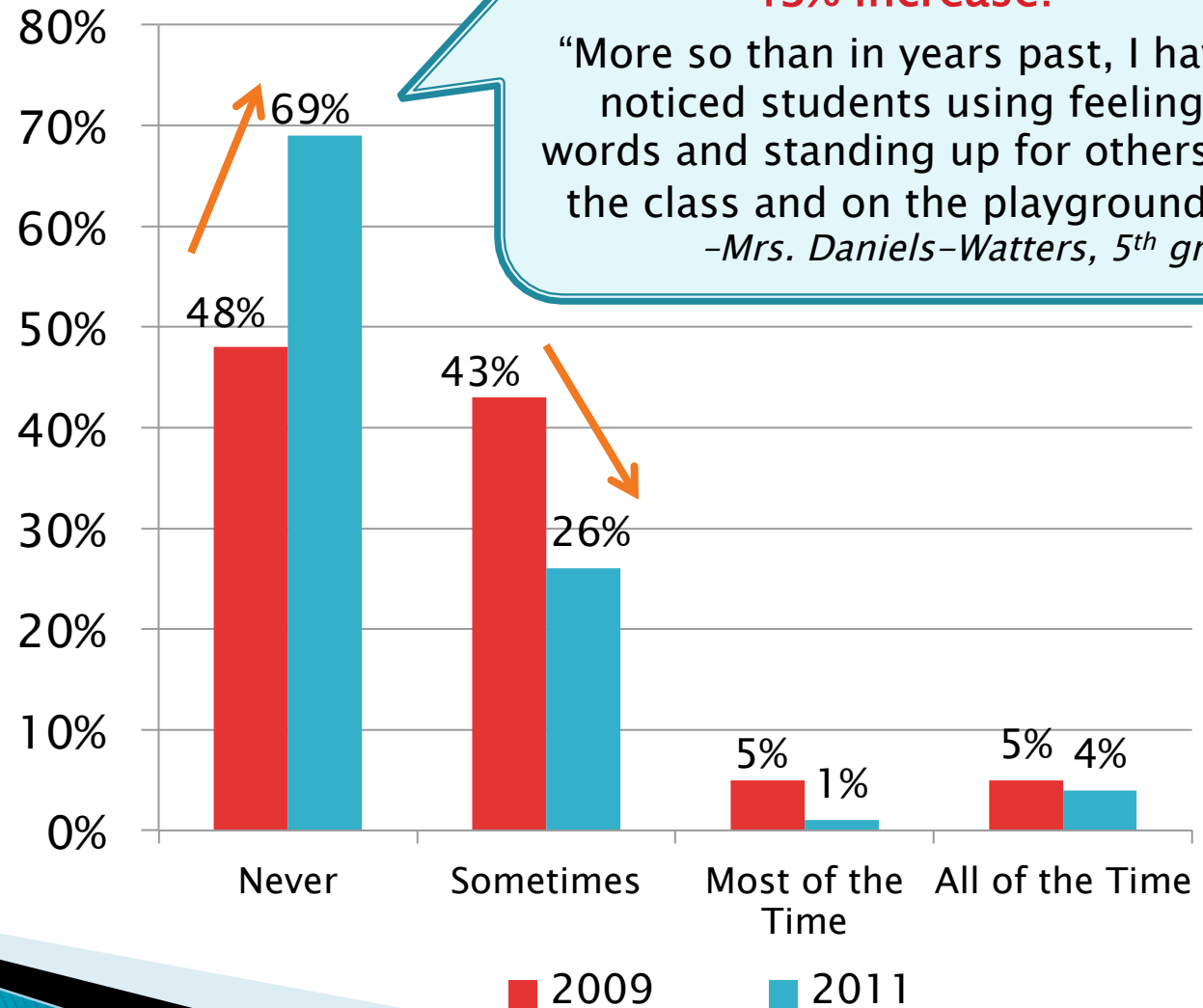
## Parent Programs

- Parent Academy & Family Workshops



# Classroom Guidance Program Impact: Effects on Behavior at Alvin Dunn

Do other kids hit or push you at school when they are not just playing around?

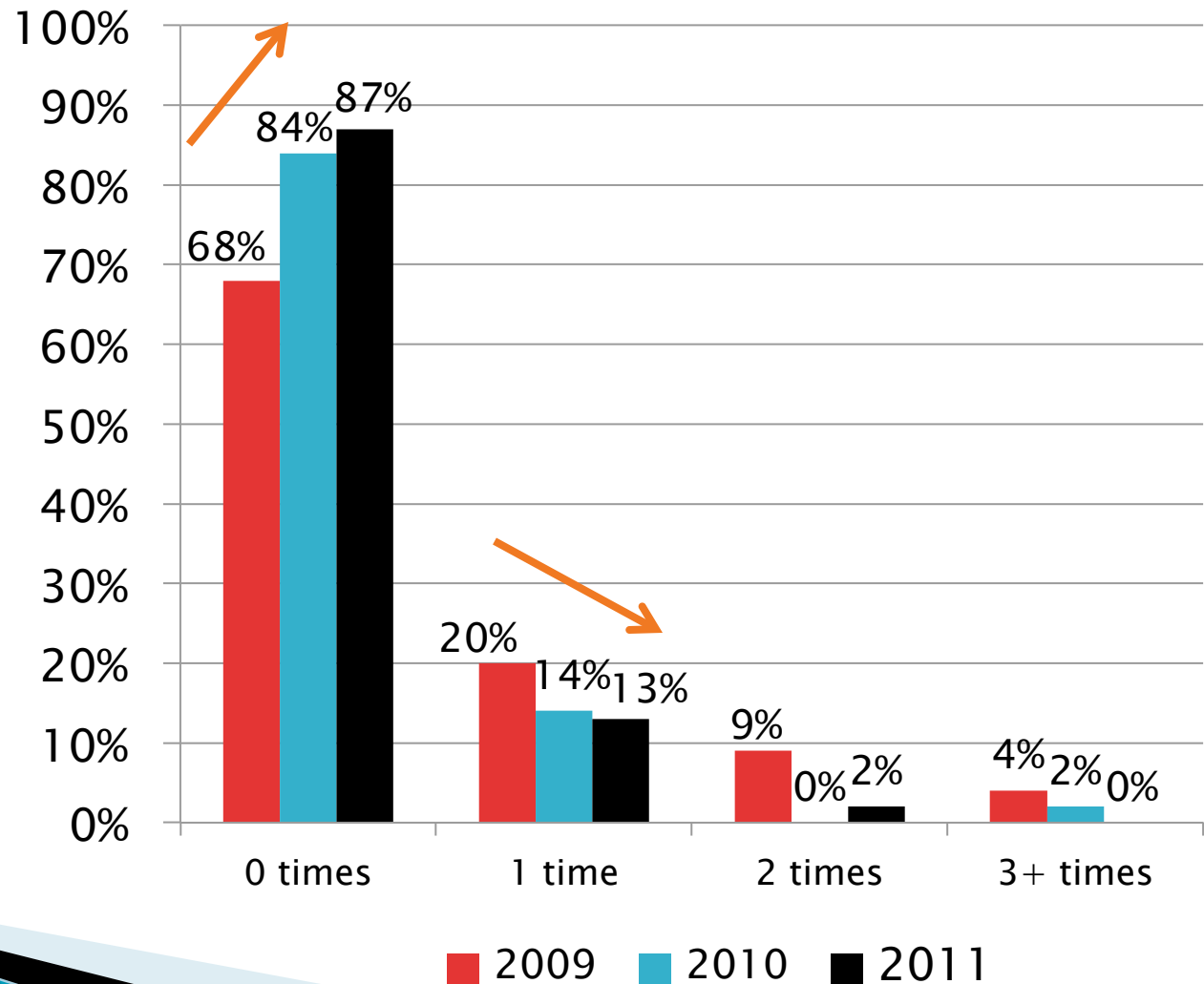


**43% increase!**

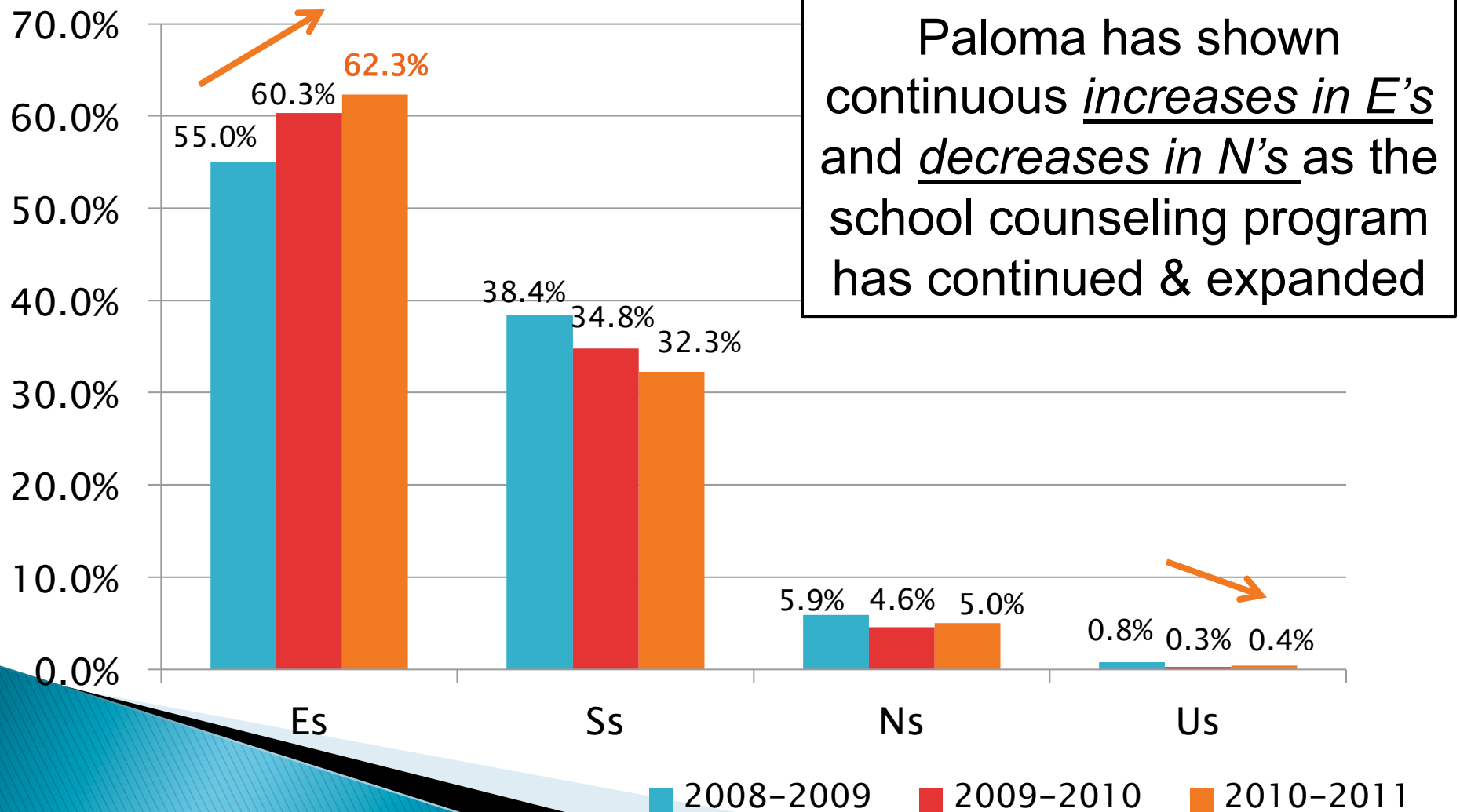
“More so than in years past, I have noticed students using feeling words and standing up for others in the class and on the playground.”  
—Mrs. Daniels-Watters, 5<sup>th</sup> grade

# Classroom Guidance Program Impact: Effects on Behavior at Paloma

During the past school year, how many times have you spread mean rumors or lies about other kids at school?



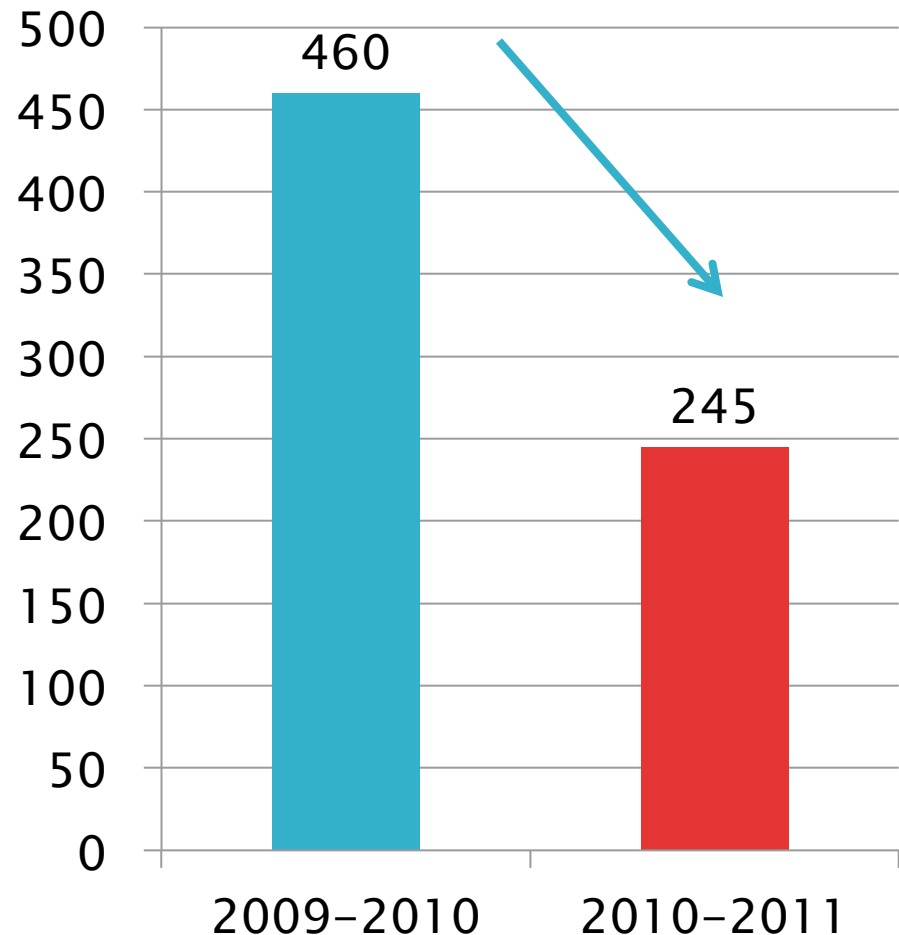
# Classroom Guidance Program Impact: School-Wide Effects on Behavior





# Classroom Guidance Program Impact: Paloma's Responsibility Room

Comparing 2009–2010  
to 2010–2011 the  
number of  
referrals to the  
Responsibility Room  
decreased by  
nearly 50%



# Intentional Guidance Goal: “Some Kids Need More”

- ▶ Goal: Minimize barriers & *increase resilience* in students who are at *higher risk* of school failure.
- ▶ Objectives: *Decreases* in:
  - Discipline referrals & suspensions
  - N's or U's on *Life Skills & Work Habits* section of report cards
  - Unexcused Absences & Truancy Rates



# Collecting Data by Need

Behavior

Attendance

N's and U's



# Intentional Guidance Program: Activities Addressing Goal

## ▶ Small Group Interventions

- Counseling Groups (students with 5+ N's/U's and/or discipline referrals)
- JAL Pals & Panther Paws

## ▶ Individual Support

- Individual counseling
- Behavior contracts/behavior support plans
- Participating in PLC/SST/IEP meetings
- Responsibility Room

## ▶ Attendance Interventions

- Parent contact (calls, letters, home visits)
- Student contracts & incentives
- Connecting families to resources





# Intentional Guidance Program: Summary of 2010–2011 Activities

## ▶ Alvin Dunn

- **51** students participated in counseling groups
- **31** students participated in social skills groups

## ▶ Joli Ann

- **19** students participated in counseling groups
- **26** students participated in *JAL Pals* friendship groups

## ▶ Paloma

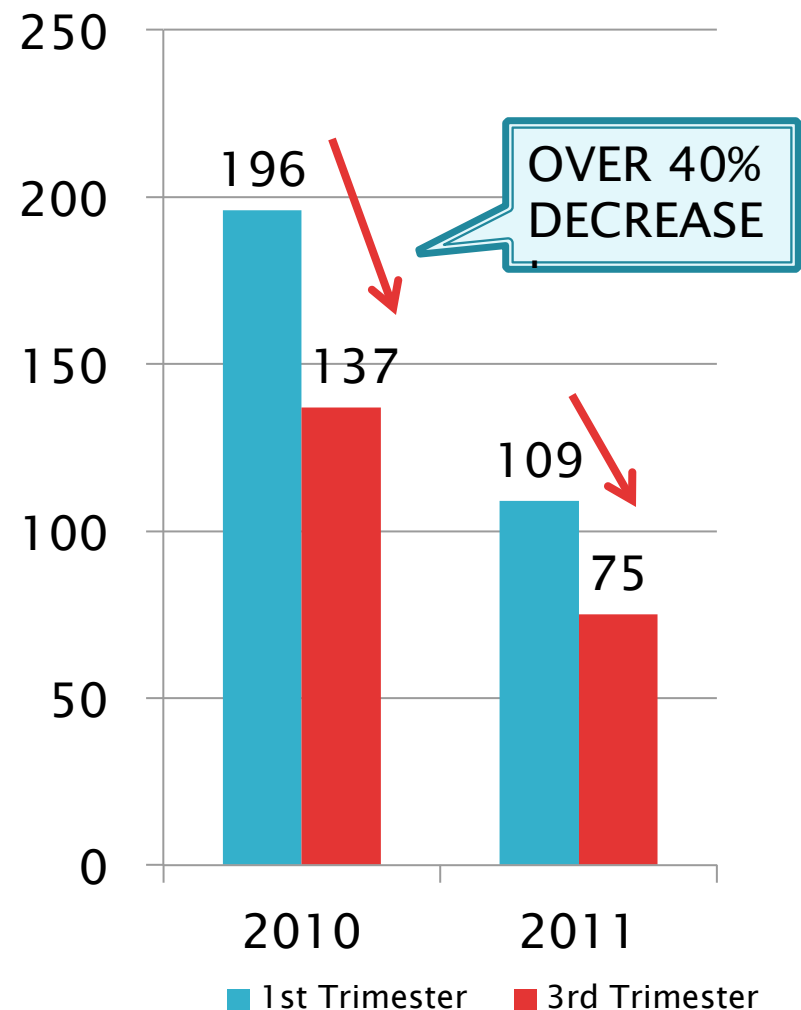
- **50** students participated in counseling groups
- **65** students participated in *Panther Paws*

## ▶ Parent Workshops

- **413** attendees at workshops for all three sites!!!

# Intentional Guidance: JAL Highlights 2010 & 2011

- ▶ Decreases in N's & U's for students in 2<sup>nd</sup> – 5<sup>th</sup> grade
  - 35 students 2010
  - 19 students in 2011
- ▶ Eight week group
  - Self Control
  - Following Directions
  - Academic Skill-Building

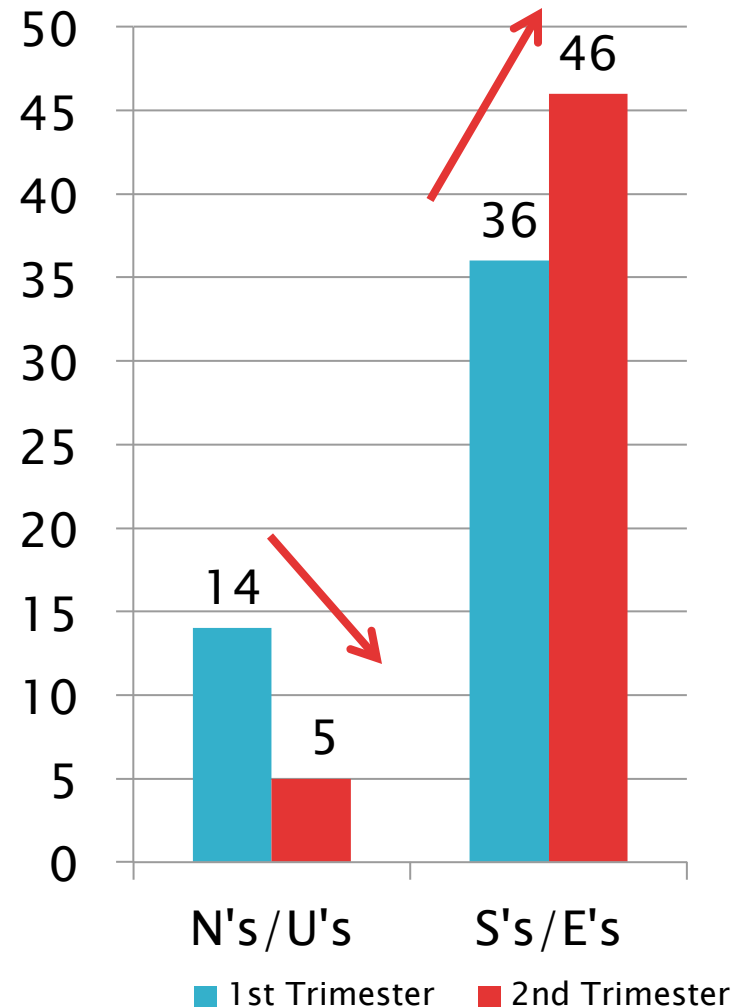


# Intentional Guidance: JAL Highlights 2010 & 2011

In 2011 14/19 students had  
IMPROVED EFFORT grades  
on report cards, moving  
from N's/U's to S's/E's

***"Being in the Chargers Group  
was cool because it helped  
me with school, to make  
good choices, and how to  
ask my teacher for  
help in math."***

–5<sup>th</sup> grade student

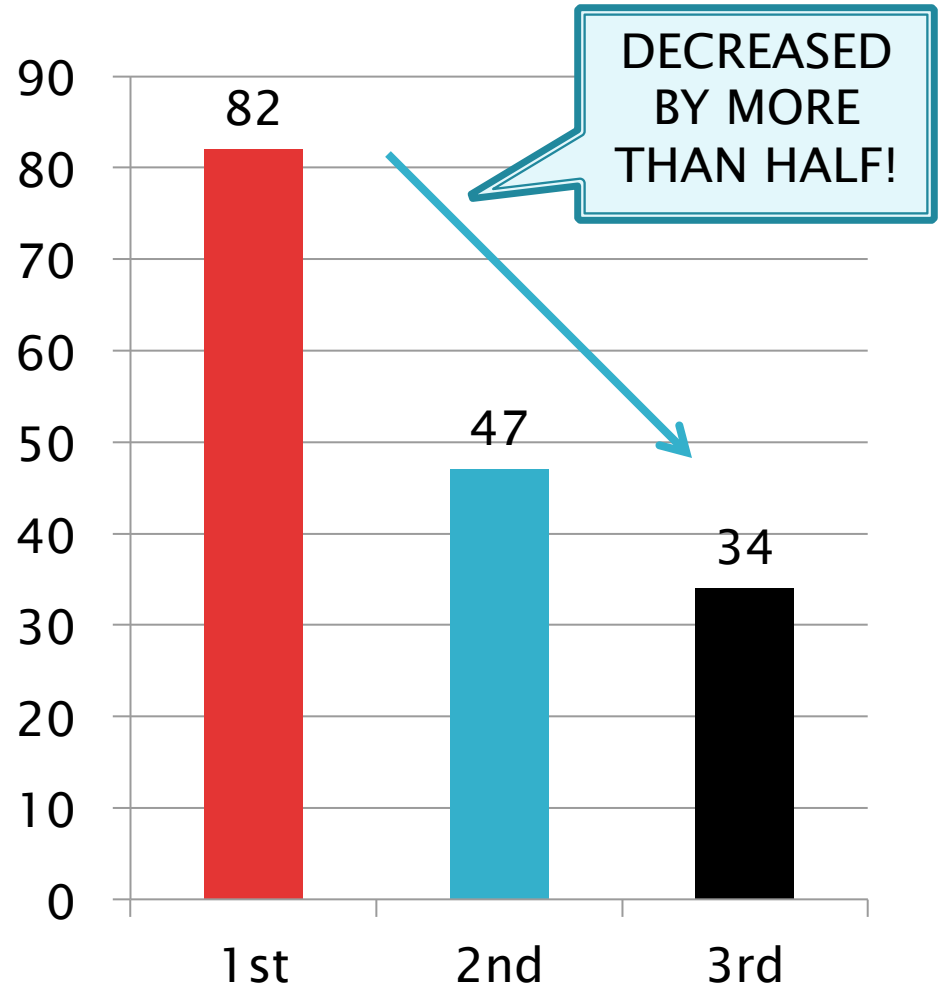


# Intentional Guidance: Panther Paws

In 2010–2011 4<sup>th</sup> & 5<sup>th</sup>  
grade students in  
Panther Paws  
decreased the N's and  
U's on their report  
cards throughout the  
year

4<sup>th</sup>: Friendship Skills &  
Impulse Control (5 students)

5<sup>th</sup>: Anger Management &  
Impulse Control (5 students)



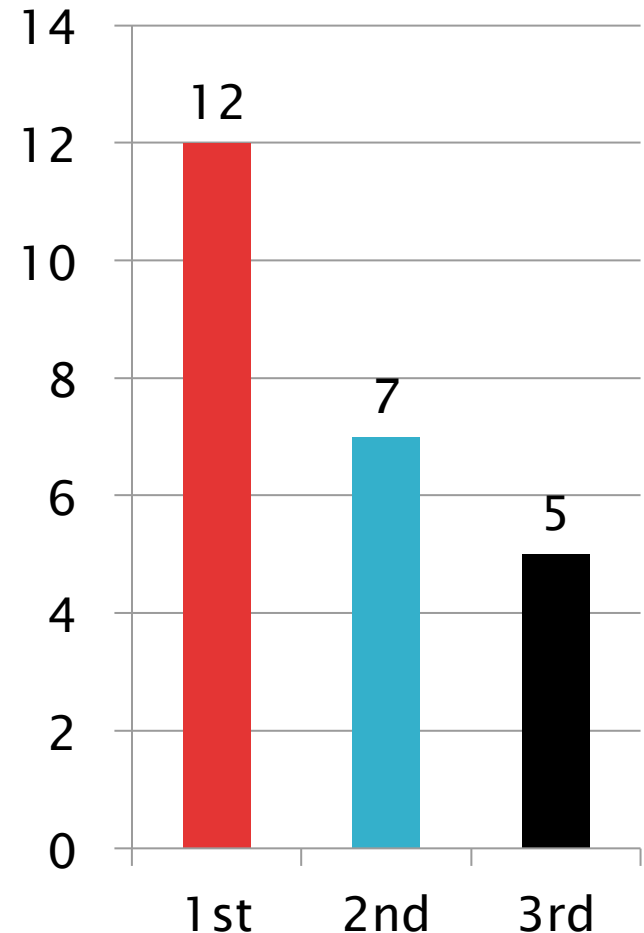


# Intentional Guidance: Panther Paws Student Testimony

One example of a student with  
markedly improved behavior:

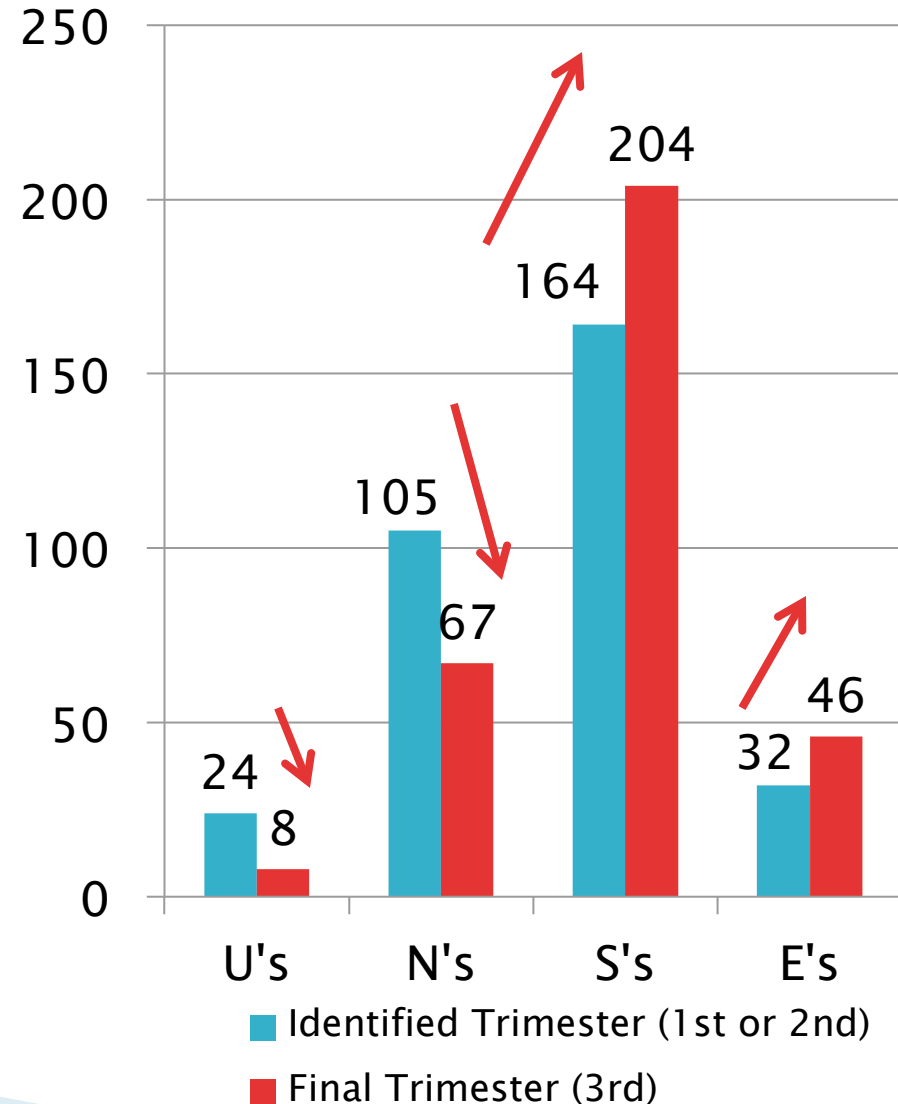
***“Before Panther Paws I felt terrible.  
I felt like a loser. Now I feel a lot  
better. My teacher likes me too.”***

–5<sup>th</sup> grader



# Intentional Guidance: AD Highlights – Goal Setting Groups

- ▶ 25 4<sup>th</sup> & 5<sup>th</sup> grade students with 5 or more N's or U's
- ▶ Eight week group (40 min)
  - Goals & weekly progress checks
  - Self control
  - Solving problems
- ▶ N's and U's **DECREASED** from **129** to **75**
- ▶ S's and E's **INCREASED** from **196** to **250**

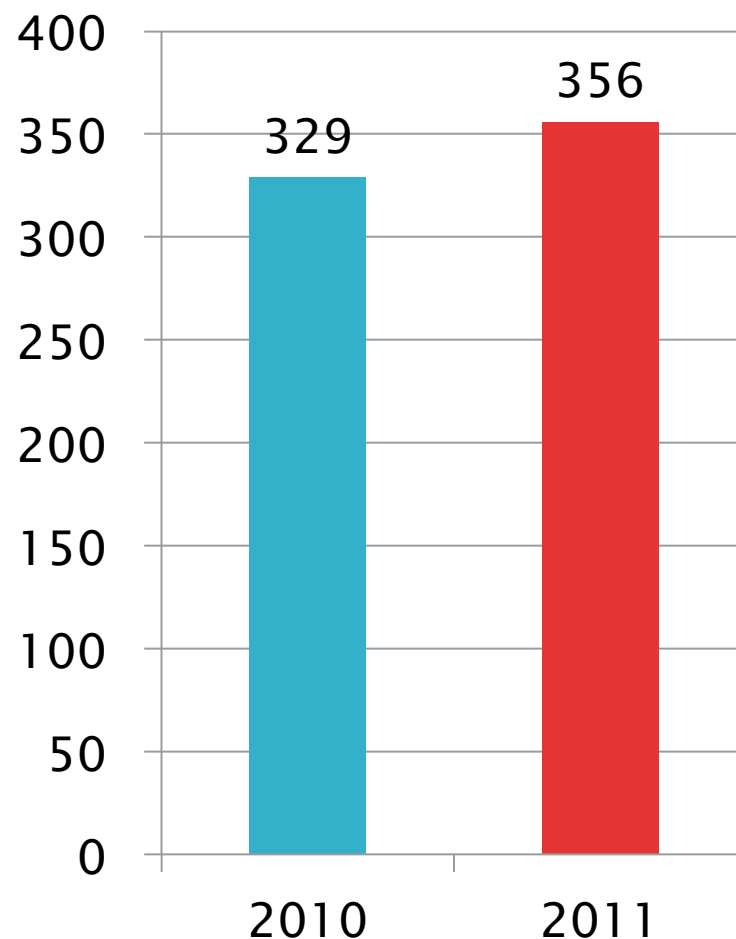


# Intentional Guidance: AD Highlights 2011 – Goal Setting Groups

14/22\* students showed *improvements* in their ELA CST scores compared to the previous year.

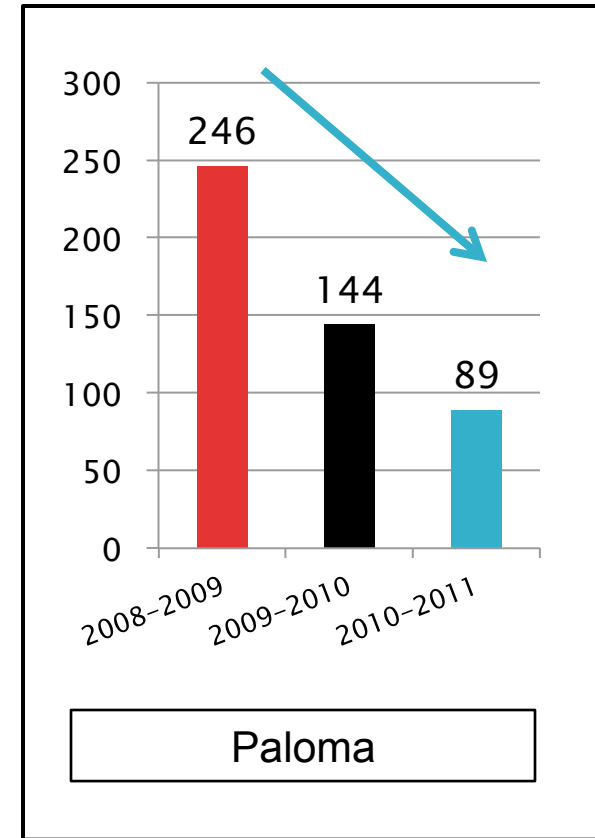
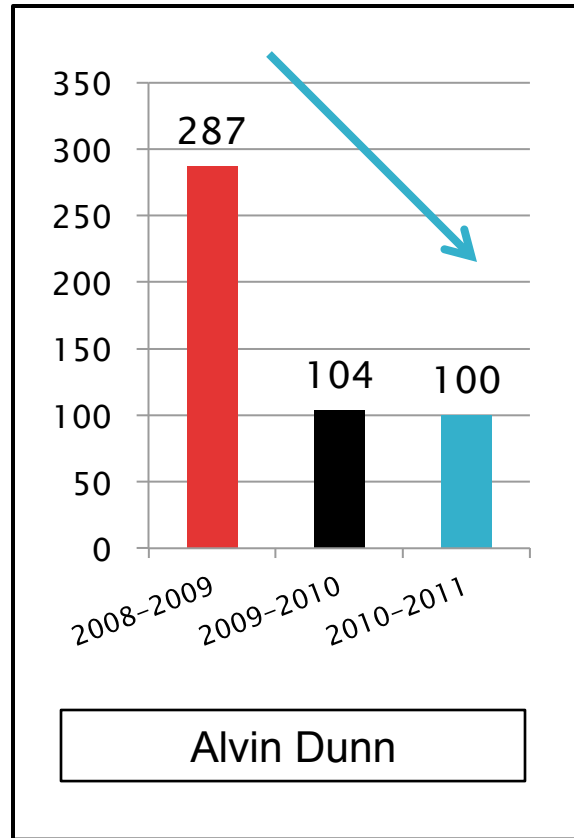
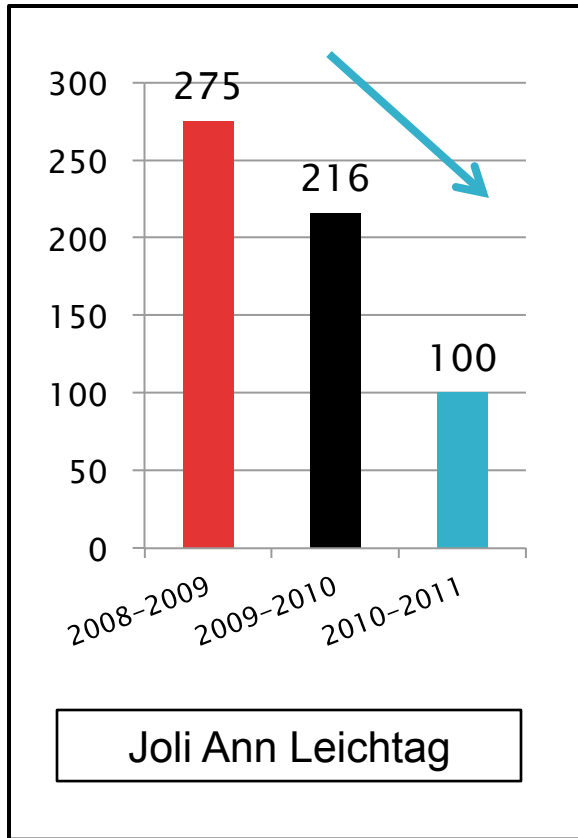
Of those students, their average improvement was more than 25 points!

\*3 students did not have data from the previous year or received the CMA



ELA CST Scores

# Intentional Guidance: Reduction in Discipline Referrals



2008/2009 = **808**  
2010/2011 = **289**

All three schools have  
**LESS BEHAVIOR REFERRALS**  
each year

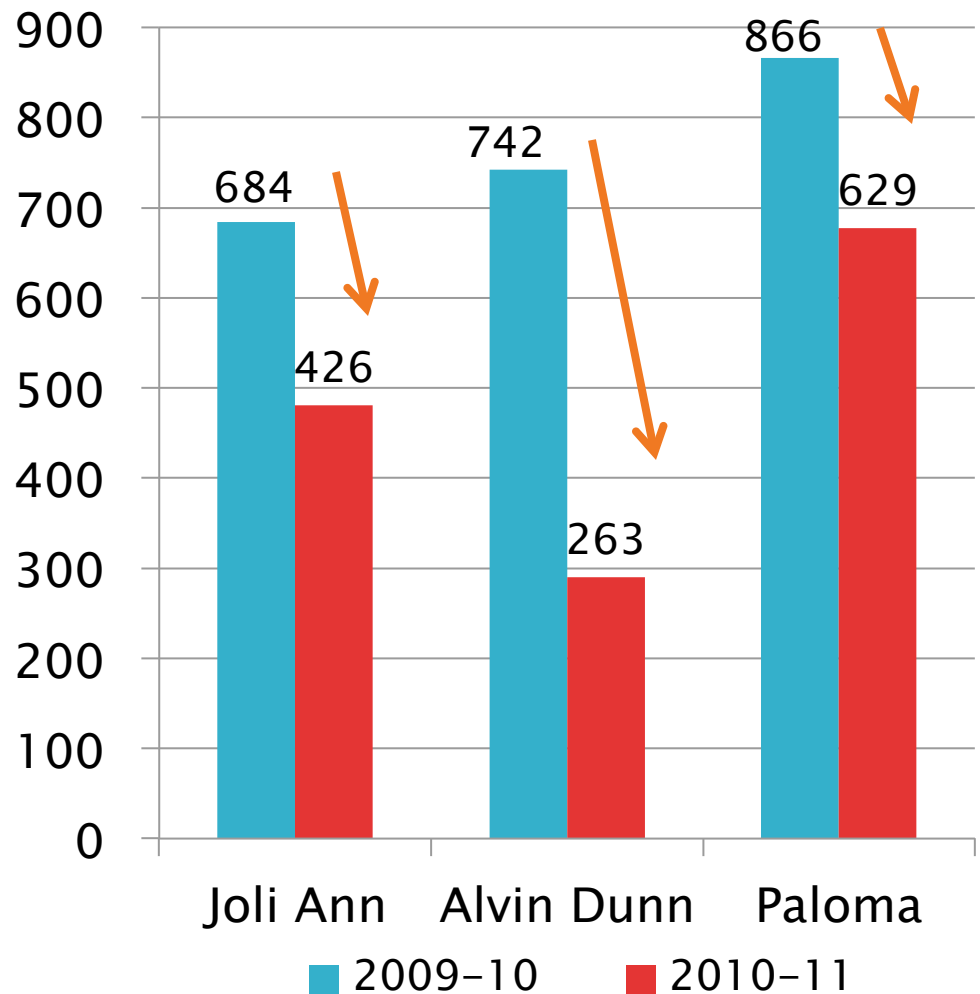
# Intentional Guidance: Effects on Attendance

Significant decreases in  
unexcused absences  
comparing 2009–10 to  
2010–11

Reduction of  
974 absences  
for all school sites

Decreased absences =  
**\$38,960 earned!!!**

\*Based on \$40 per day ADA



# Intentional Guidance: Effects on Attendance

Large decreases in

**TRUANCY**

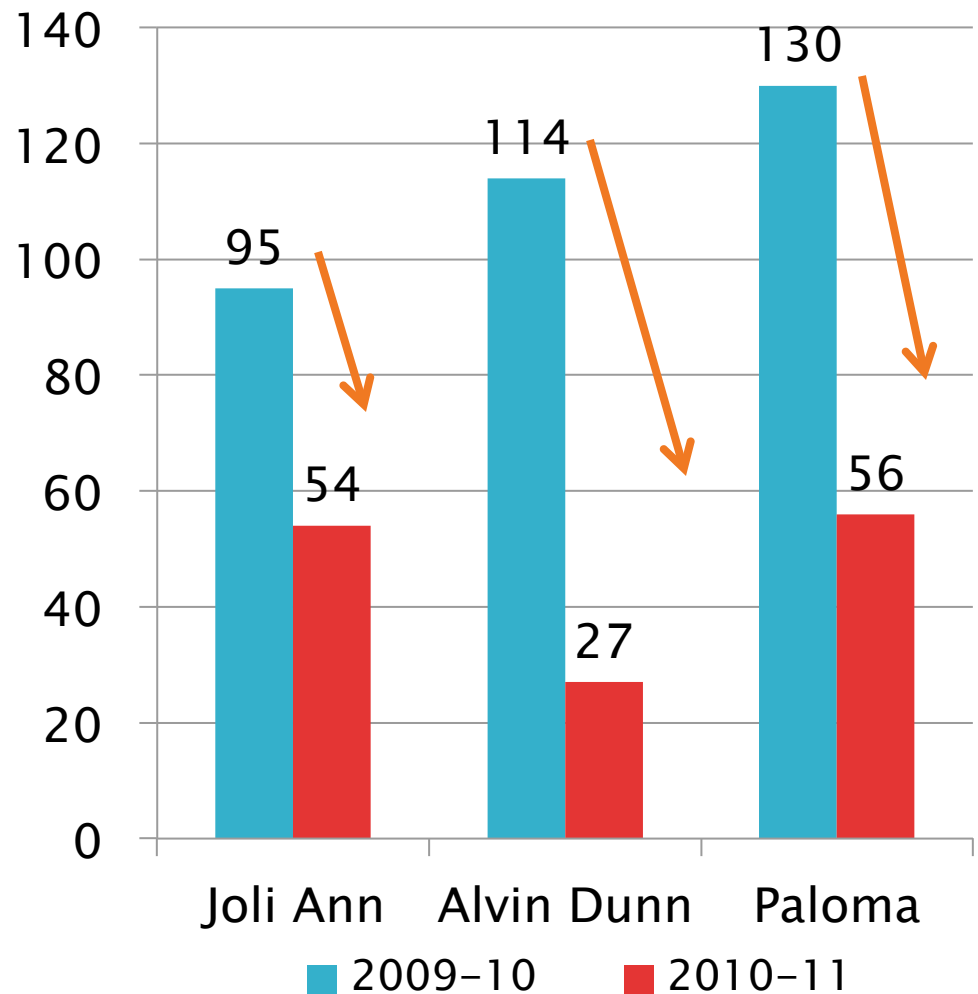
(students with 3+ unexcused absences)

comparing

2009–10 to 2010–11

*“Coming to school every day makes me very happy. School is more fun now. I get to wake up and learn about things. I eat here every morning.”*

–AD 2<sup>nd</sup> grader with chronic absences, who has missed no school this year





[illegible]

- [illegible]




# Implications, Limitations & Recommendations

## Limitations

- Joli Ann Leichtag is a new school and did not have baseline/comparative data
- High social worker to student ratio limits services

## Recommendations

- Work with each school to ensure consistent Rtl process for all sites
  - Continue to analyze data to determine which students and classes need extra support
  - Train other support staff on **Second Step** (duty supervisors, aides, etc.) so entire school can speak the same language
- 

# Future Vision

## Continue and Expand Program

- Continue program with District funding at three schools
- Consider expanding to other schools

## Apply for Future Grants

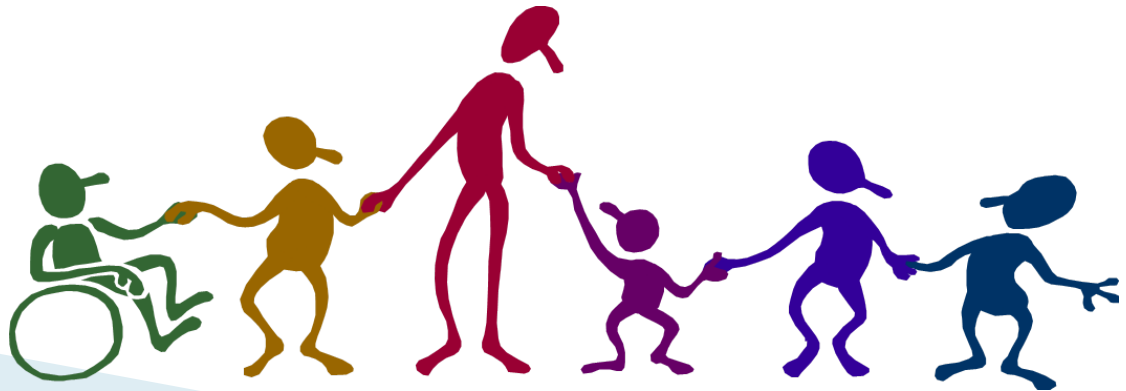
- Federal Safe Schools Healthy Kids Grant
  - Includes all 11 elementary schools
- Promise Neighborhoods
  - Matching funds



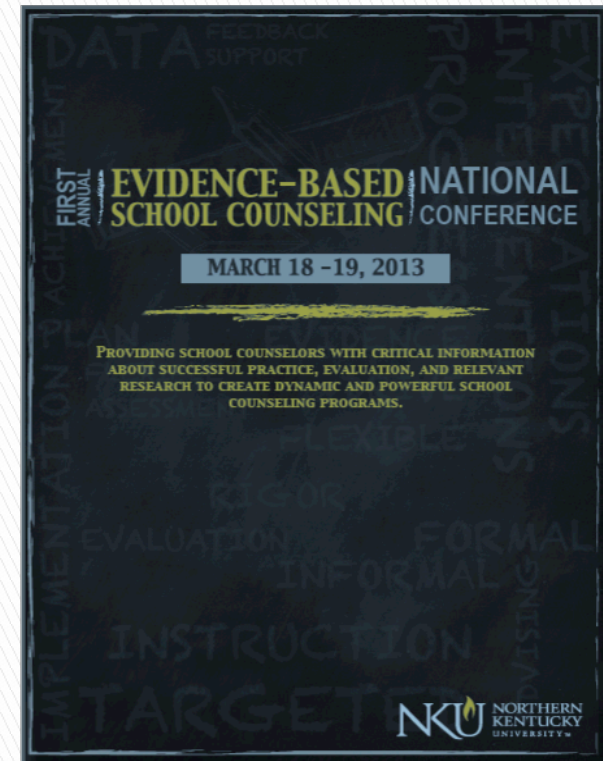
# Questions?

The school counseling program is striving to guide all students to achieve their full potential and contributing to the academic success of all students.

*Thank you to the teachers, administration, and other school staff for your support of the school counseling program!*



# Successful Implementation of a Federally Funded Violence Prevention Elementary School Counseling Program: *Results Bring Sustainability*



Trish Hatch, PhD  
Danielle Duarte, MS

*March 19, 2013*

# History of School District



- ◆ San Marcos Unified School District in North San Diego County
- ◆ Approximately 80,000 residents
- ◆ Three elementary schools selected
  - ◆ Average school enrollment 775 (609–936)
  - ◆ School counselor ratio 1:2327
- ◆ When the grant was written in 2007...
  - ◆ 72% Latino with a high percentage of English Language Learners
  - ◆ 26% of residents serviced by the three schools were living at or below the federal poverty threshold (less than \$20,000/year for a family of four)
  - ◆ High percentage of the city's gang population lived in this are, with a disproportionate number of police calls, criminal activity, incidents of domestic violence, and arrests
  - ◆ Scored an average of 45 points lower on the Academic Performance
  - ◆ Higher truancy rates than average of other school rates



# Implementation: Program Goals

| Program Goals   | Objectives  | Intervention Strategies   | Assessment Tools   |
|---|---|---|--|
| <b>Goal 1</b><br>Implement a comprehensive assessment-based, results-driven elementary counseling program that will serve as a catalyst and a model for expansion throughout the district, as well as influence and support efforts in other districts. | <ol style="list-style-type: none"> <li>1. <u>Hire 2 highly qualified school counselors</u> at two school elementary sites where there are none, and hire 1 Project Director who will also serve as site counselor at third school.</li> <li>2. <u>Hire one highly qualified social worker</u> for three elementary sites.</li> <li>3. <u>Provide extensive training and support from the Project Director</u> and the Principal Investigator to the new counselors, community liaison as well as staff at three target schools to ensure the creation and delivery of a comprehensive counseling program that addresses the developmental needs of all students, systematically screens, assesses, and provides appropriate preventive services for students with various risk factors, provides effective interventions for students experiencing problems, and regularly assesses program results.</li> </ol> | <ul style="list-style-type: none"> <li>• SMUSD will extensively recruit applicants with extra efforts to seek out bilingual candidates.</li> <li>• New counselors will receive extensive training in Second Step, effective teaching pedagogy and classroom practices, results-based counseling, data collection and evaluation.</li> <li>• Project Director will meet with counselors and school staff at a minimum of 2 days each month.</li> <li>• The Principal Investigator will meet regularly with program staff.</li> </ul>   | Employment records<br><br>Records of trainings and meetings.<br><br>Staff and/or student surveys of services and perceived benefits. |
| <b>Goal 2</b><br>Increase the social and emotional competencies and academic achievement of all students at target schools  | <ol style="list-style-type: none"> <li>1. 10% increase over a three year period in scores measuring empathy/problem solving and positive school environment factors on California Healthy Kids Survey (CHKS).</li> <li>2. 10% increase over a three year period in number of students receiving positive evaluations on the Work Habits and Social Skills section of report cards.</li> <li>3. 9% increase over a three year period in number of students who score proficient and above on the California Standards Test (CST).</li> </ol>   | <i>School Counselors will:</i> <ul style="list-style-type: none"> <li>• Ensure all teachers receive direct instruction in Second Step Program curriculum.</li> <li>• Assist teachers in implementing Second Step practices/structures: i.e. peace corners and classroom meetings</li> <li>• Train/work with student leaders and student mediators.</li> <li>• Provide parent trainings and in-service for other staff members</li> </ul>  | CST Test Scores<br><br>CHKS results<br><br>Report Cards<br><br>Discipline Records<br><br>Training and in-service evaluations         |
| <b>Goal 3</b><br>Minimize barriers and increase resilience in students who are at higher risk of school failure.  | <ol style="list-style-type: none"> <li>1. 10% decrease over a three-year period in discipline referrals at three target schools.</li> <li>2. 10% decrease over a three-year period in truancy rates at three schools.</li> <li>3. 10% decrease over a three-year period in number of students receiving U's or N's on the Work Habits and Social Skills section of report cards.</li> </ol>   | <i>School Counselors will:</i> <ul style="list-style-type: none"> <li>• Become a part of SST meetings.</li> <li>• Create action plans for all students: <ol style="list-style-type: none"> <li>a) referred for discipline;</li> <li>b) identified as at-risk academically</li> <li>c) receiving one or more U's on the Work Habits and Social Skills section of report cards.</li> </ol> </li> <li>• Work with indiv./small groups for identified needs.</li> <li>• Work with parents of all students receiving indiv. or group interventions, making referrals to outside resources when appropriate.</li> </ul> | Discipline Records<br><br>Attendance Records<br><br>Report Cards   |

# Implementation: Hiring a Highly Qualified Team

## **Sylvia Stowers**

ESSCG Project Director for SMUSD &  
Paloma School Counselor

## **Judy Day**

School Social Worker (all sites)

## **Pedro Caro**

Joli Ann Leichtag School Counselor

## **Danielle Duarte**

Alvin Dunn School Counselor

## **Christopher Espinoza**

Panther Paws Coordinator



From left: Pedro, Judy, Sylvia, Danielle, & Christopher



# Implementation: Analyzing Preliminary Data

## WHERE TO START?

### Implementing an Elementary School Counseling Program

BY DANIELLE DUARTE WITH CONTRIBUTIONS FROM SYLVIA STOWERS, PEDRO CARD AND JUDY DAY

**T**hirteen school districts in California were awarded the Federal Elementary and Secondary School Counseling (ESSC) Programs Grant beginning in the 2010-11 school year. After completing a successful first year implementing an elementary school counseling program, the **Elementary & Secondary School Counseling Grant Team of San Marcos Unified School District** shared some of their accomplishments they had with these new programs and with other elementary school counseling programs throughout the state. While not exhaustive, special successes are highlighted, as the grant team used the American School Counselor Association National Model to create a comprehensive school counseling program.

#### FOUNDATION PRE-YEAR PLANNING

Prior to beginning their first year, the grant team met in the summer to discuss program beliefs and philosophies and create a mission statement. The team also discussed the ASCA National Standards domains and competencies, and worked collaboratively to decide which areas to focus on during their first year of implementation. They discussed ways to increase the academic, career and personal/social development for all students based on site-specific needs. Establishing this solid foundation early on set the stage for the entire year and directed the development of the program.

#### GAINING ADMINISTRATOR SUPPORT

Another important piece in creating a solid foundation was collaboration with and gaining support from school administrators at the beginning of the first year. Each school counselor met with the principal and assistant principal, along with the project director, to discuss the program's mission, goals and gain buy-in. While not typically thought of as part of the foundation, these early meetings developed solid lines of communication between both parties and ensured the grant mission and administrators support of the objective.

#### MANAGEMENT SYSTEM ESTABLISHING DATA SYSTEMS

Early in the year the grant coordinator worked with the district's IT department to have an online system created that tabulates the life skills and work habits section on student report cards by trimester and grade level. This information allowed for easy monitoring of school-wide trends, helping school counselors identify specific grade levels that need additional support and/or certain life skills and work habits that need additional focus (such as observing playground rules or working without disturbing others). These general needs were addressed through consultation and classroom guidance programs. Additionally, through the data system school counselors could easily identify students with multiple areas for improvement and create an intentional guidance plan to support improvement.

#### ACTION PLANS & BIWEEKLY PLANNING

The grant teams met every other week to check in about program implementation, create action plans, review data and consult about ethical situations. Working together, the grant team created school-specific classroom guidance action plans early in the year. Once referral, attendance and report card data were available and analyzed the grant team identified specific needs and designed intentional guidance action plans to address them. School counselors also made yearly calendars for each school site, incorporating events like Red Ribbon Week, Stand Up to Bullying Day and College and Career Week throughout the year. Through the biweekly planning meetings the grant team continually reviewed each school's action plans and yearly calendars, helping ensure goals were met.

#### SPARC

To help promote the mission and goals of the school counseling program, each school counselor created a Support Personnel Accountability Report Card (SPARC) for their school site. School

counselors worked with support personnel to complete each section and highlight positive data from the current year. Copies of the SPARC were passed out to school staff and community partners to publicize the new program and highlight the positive results to date.

#### DELIVERY SYSTEM CLASSROOM GUIDANCE PROGRAM

School counselors at each site set up a comprehensive classroom guidance plan for the year based on the school's identified needs and developmental level of the students at each grade. The Second Step Violence Prevention Program was written into the grant as the schoolwide, evidence-based preventative program to be implemented. During the first year of the grant counselors started teaching weekly lessons to kindergarten, first and second grades, with plans to expand to all grades in the future. Third-, fourth- and fifth-grade students received lessons on such topics as problem solving, anger management, test taking, dealing with worries, diversity and bullying. School counselors used pre/post tests for some of the lessons to track changes to students' attitudes, knowledge and skills of the material presented.

#### PARENT EDUCATION

The school counselors and school social worker created a list of topics based on identified needs and worked with local agencies to get bilingual presenters on a wide range of subjects. Presentations included Positive Parenting, through Jewish Family Services; Gang Prevention, through North County Office of Education; and Affordable Housing information, through Community Housing Works. The school social worker also conducted attendance workshops with parents, targeting families of students identified as having many tardies or absences, to provide them with information and services to decrease absenteeism. The schools received positive feedback about the programs and additional presentations are scheduled this year.

Table 7.1

External and Internal Asset Scores (High, Moderate, and Low)

| Percent of students scoring<br>High, Moderate, and Low in Assets (%) | Grade 5 |    |    |
|--|---------|----|----|
|  | H       | M  | L  |
| <b>Total External Assets</b>   | 75      | 25 | 0  |
| Caring Relationships   | 78      | 19 | 3  |
| High Expectations  | 89      | 11 | 0  |
| Meaningful Participation   | 22      | 72 | 7  |
| <b>School Environment</b>  | 51      | 46 | 3  |
| Caring Relationships: Adults in School *                             | 65      | 31 | 4  |
| High Expectations: Adults in School *                                | 62      | 35 | 3  |
| Meaningful Participation *   | 11      | 65 | 24 |
| <b>Home Environment</b>  | 81      | 19 | 0  |
| Caring Relationships: Adults in Home                                 | 73      | 25 | 2  |
| High Expectations: Adults in Home                                    | 94      | 6  | 0  |
| Meaningful Participation   | 21      | 75 | 5  |
| <b>Personal School Connectedness*</b>                                | 63      | 35 | 2  |
| <b>Peer Environment</b>  |         |    |    |
| High Expectations: Pro-social peers                                  | 58      | 42 | 0  |
| <b>Total Internal Assets</b>   | 61      | 38 | 1  |
| Empathy  | 35      | 59 | 6  |
| Problem Solving  | 34      | 53 | 12 |
| Goals and Aspirations  | 84      | 16 | 0  |

\* = CDE-Recommended SDFSC/TUPE Performance Indicator

# Implementation: Obtaining Principal & Staff Support

## School Counseling & Student Support Services Presentation



### *Progress Update*

January 19, 2011

**Pedro Caro, Judy Day,  
Danielle Duarte, & Sylvia Stowers**



**2010-2011**

## Alvin Dunn Elementary School

### School Counseling & Student Support Services Presentation





# Implementation: Creating Action Plans

| Grade Level | Guidance Lesson Content                 | American School Counselor Association (ASCA) Domain/Standard |                | Curriculum and Materials                                       | Projected Start/Projected End | Projected Number of Students Impacted | Time of Lesson  | Evaluation Methods<br>How will the results be measured? |
|-------------|---|--|----------------|--|-------------------------------|---------------------------------------|---|---|
| K           | Second Step: Empathy                    | Academic<br>Career<br>Personal/Social                        | A<br>A<br>ABC  | Second Step Violence Prevention Program                        | September – January           | 100                                   | Every other week @ 12:15  | Teacher feedback  |
|             | Second Step: Impulses & Problem Solving | Academic<br>Career<br>Personal/Social                        | A<br>A<br>ABC  | Second Step Violence Prevention Program                        | February - June               |                                       | Burkey - Mon<br>Hernandez - Tues<br>Wurster - Thurs   |   |
| 1           | Second Step: Empathy                    | Academic<br>Career<br>Personal/Social                        | AB<br>A<br>ABC | Second Step Violence Prevention Program                        | September – January           | 110                                   | Weekly:   | Monitoring N's & U's on Report Cards & Teacher Feedback |
|             | Second Step: Impulses & Problem Solving | Academic<br>Career<br>Personal/Social                        | AB<br>A<br>ABC | Second Step Violence Prevention Program                        | February – April              |                                       | Ray/Colburn: Mon @ 2:45   |   |
|             | Second Step: Anger Management           | Academic<br>Career<br>Personal/Social                        | AB<br>A<br>ABC | Second Step Violence Prevention Program                        | May - June                    |                                       | Kincaid: Thurs @ 2:20   |   |
|             | Appreciating Differences                | Personal/Social  | ABC            | Book: <i>It's Okay to be Different</i>                         | September                     |                                       | Cruz: Tues @ 2:40   |   |
|             | College & Career Awareness              | Career   | A              | Books: <i>L M N O Peas &amp; Lookout College, Here I Come!</i> | January                       |                                       | Cerda: Thurs @ 2:40   |   |
|             | Anti-Bullying                           | Personal/Social  | ABC            | Book: <i>Stop Picking on Me</i>                                | March                         |                                       | Reynolds: Thurs @ 11:35   |   |
| 2           | Second Step: Empathy                    | Academic<br>Career<br>Personal/Social                        | AB<br>A<br>ABC | Second Step Violence Prevention Program                        | September – January           | 100                                   | Every other week @ 11:05<br><br>DeMarco – Mon<br>Nicolai – Tues<br>Hernandez – Wed<br>Navarro - Thurs | Monitoring N's & U's on Report Cards & Teacher Feedback |
|             | Second Step: Impulses & Problem Solving | Academic<br>Career<br>Personal/Social                        | AB<br>A<br>ABC | Second Step Violence Prevention Program                        | February – April              |                                       |   |   |
|             | Second Step: Anger Management           | Academic<br>Career<br>Personal/Social                        | AB<br>A<br>ABC | Second Step Violence Prevention Program                        | May - June                    |                                       |   | n/a   |
|             | College & Career Awareness              | Career   | ABC            | Books: <i>L M N O Peas &amp; Lookout College, Here I Come!</i> | January                       |                                       |   |   |
|             | Anti-Bullying                           | Personal/Social  | ABC            | Book: <i>Stop Picking on Me</i>                                | March                         |                                       |   |   |

# Implementation: Creating Action Plans

| School Counselor Or other Student Services Professional | ASCA Standards  | Type of Service to be Delivered in What Manner?  | Resources Needed   | Projected Start/End  | Projected Number of Students Impacted   | Evaluation Method<br>(How will you measure results?)  |   | Intended Effect on Academics, Behavior, or Attendance?   |
|---|---|--|--|--|---|---|---|--|
|   |   |  |  |  |   | Perception Data<br>(ASK examples)   | Results Data  |  |
| Ms. Duarte, School Counselor                            | <p><b>A:A1.5</b> identify attitudes and behaviors which lead to successful learning</p> <p><b>A:A2.2</b> demonstrate how effort and persistence positively affect learning</p> <p><b>PS:A1.6</b> distinguish between appropriate and inappropriate behavior</p> <p><b>A:B1.7</b> become a self-directed and independent learner</p> | <p>Meet with students individually prior to group starting &amp; administer pre-test</p> <p>8-week intentional guidance lessons in small groups (beginning in January)</p> <p>Parent and teacher notification</p> <p>Additional support and referrals to outside resources as needed</p> | <p>Disaggregated data from report reports</p> <p>Counselor-generated curriculum</p> <p>Student incentives</p> <p>Collaboration with teachers (present to staff &amp; attend PLC meetings)</p> <p>Pre/Post Tests</p> <p>Collaboration with teachers to coordinate group times</p> | <p>December 2011- March 2012</p> <p>Repeated 3<sup>rd</sup> Trimester (starting mid-March)</p> | <p>3<sup>rd</sup>: 20</p> <p>4<sup>th</sup>: 20</p> <p>5<sup>th</sup>: 15</p> | <p><b>Attitude:</b><br/>% of students who think setting goals/checking progress helps them do better in school</p> <p>% of students who believe there is an adult at school who cares about them</p> <p><b>Skills:</b><br/>% of students who can write a school-related goal &amp; explain ways they can achieve their goal</p> <p><b>Knowledge:</b><br/>% of students who can list one thing they can do to practice self-control in the classroom</p> <p>% of students who try to work out problems by talking or writing</p> | <p><b>Achievement Related:</b><br/>Decrease in the number of Ns and Us on this group of students' 2<sup>nd</sup> and 3<sup>rd</sup> Trimester Report Cards</p> <p>Decrease in the number of behavior referrals</p> <p><b>Achievement (A):</b><br/>Increase in number of 3s and 4s on 2<sup>nd</sup> and 3<sup>rd</sup> trimester report cards</p> <p>Increase in scores of proficient and above on CST scores</p> | <p>Students will have a better attitude toward school, peers, and teachers which will decrease the number of referrals and decrease the number of Ns and Us on report cards.</p> <p>Improved student behavior will contribute to increased academic achievement.</p> |



# Implementation: Collecting, Analyzing, & Presenting Data



## ALVIN DUNN ELEMENTARY SCHOOL

**SPARC**

**Support Personnel Accountability Report Card 2009-2010**

A continuous improvement document sponsored by the California Department of Education and the Los Angeles County Office of Education



3697 La Mirada Drive, San Marcos, CA 92078

Tel: (760) 290-2000 • Fax: (760) 598-5727 • [www.smusd.org/ad](http://www.smusd.org/ad)

District: San Marcos Unified School District

Grades: K-5th • Enrollment: 619 • School Year: Traditional • Principal: Mrs. Whitney DeSantis

### Principal's Message



Alvin Dunn Elementary School, part of the San Marcos Unified School District (SMUSD), is a caring place that supports the academic success and personal/social development of all students. Student awards foster achievement, kindness, and citizenship. Safety Patrol provides older children the opportunity to develop responsibility for their younger peers. Students at Alvin Dunn are encouraged to check their behavior with the Three Personal Standards of 1) Making Good Choices, 2) Being Respectful and 3) Solving Problems. Our Student Support Personnel Team (SSPT) plays an integral role in promoting the academic, social, and emotional well-being of each student and helps maintain a safe school environment.

Our comprehensive Student Support Personnel Team

ensures individualized review of student performance in all areas focusing on the whole child. Through the implementation of the American School Counseling Association (ASCA) National Standards for School Counseling, our staff provides support services to promote student success focusing on academic support. The SPARC is included in our Safe Schools Plan and distributed to our school community to highlight our SSPT's work.

Our plans for improvement next year include increasing student attendance and improving student work habits and social skills grades on their report cards. We will review our California Healthy Kids Survey (CHKS) results to reduce bullying and increase the feeling of safety and of the well-being of all students. As a comprehensive team we are promoting "learning, achieving, succeeding...TOGETHER!"

-Whitney DeSantis, Principal

### Student Support Personnel Team

Alvin Dunn's SSPT is made up of highly experienced and educated members, all committed to promoting learning and success. Our entire school focuses on the whole child and provides students and families with a variety of support to increase academic achievement and social development.

Our Counseling Center develops and implements equitable support systems to meet the varying needs of all students. All members of the team hold appropriate credentials which meet No Child Left Behind guidelines for highly qualified staff. Additionally, team members belong to a variety of organizations based on their areas of expertise, including the American School Counselor Association and the Association of California School Administrators. These memberships provide continued professional growth and development to staff, to ensure innovative practices and student interventions.

#### TEAM MEMBERS

|   |  |
|---|--|
| <b>Principal</b><br>• MS, Admin, Teaching               | <b>School Counselor</b><br>• MS, PPS                               |
| <b>Assistant Principal</b><br>• BS, Admin, Teaching     | <b>School Social Worker (.3 fte)</b><br>• MSW, PPS                 |
| <b>Intervention Specialist</b><br>• BS, Admin, Teaching | <b>School Psychologist (1.2 fte)</b><br>• MA, PPS                  |
| <b>Office Manager</b>                                   | <b>Attendance Clerk</b>  |
| <b>Resource Specialist</b><br>• BS, Teaching            | <b>Read to Succeed Team (6)</b><br>• BS, MS, Teaching              |
| <b>Speech &amp; RSP Aids</b>                            | <b>Health Clerk</b>  |
| <b>Library Media Tech</b><br>• AA & Certification       | <b>Speech &amp; Language Pathologists (2 fte)</b><br>• MA, CCC-SLP |

### School Climate and Safety

A sense of personal safety combined with a positive school climate helps create a foundation for successful learning and personal/social growth. Our Student Support Personnel Team works with our entire staff to continuously meet the needs of each individual student and maintain a positive and safe school climate. The SST was involved in the creation and structure of our school's updated School Safety Plan, which has been reviewed and approved by the School Safety Committee and SMUSD Board of Education.

One focus of the SSPT is to reduce the number of discipline referrals at Alvin Dunn, while also teaching students about character. The school-wide character education program has supported this effort with counselor classroom guidance lessons on appreciating diversity and making good choices. Since these programs began there has been a marked decrease in the number of referrals.



The Second Step Violence Prevention Curriculum is being implemented by the school counselor to kindergarten, 1st, and 2nd grade students. Weekly lessons help students learn to manage their emotions and solve problems with other students. As a result, nearly 80% of 2nd graders at Alvin Dunn believe it is important to solve problems with other kids on their own, a skill they can use throughout their lives.

Students Who Believe It is Important to Solve Problems with Other Kids Independently



### Student Results

Alvin Dunn's SSPT believes in collecting and analyzing data to create and modify school programs to best fit student needs. Through evaluating students' knowledge, attitudes, and skills we continually assess the impact of our programs on the academic, career, and personal/social development of students, as recommended by ASCA.

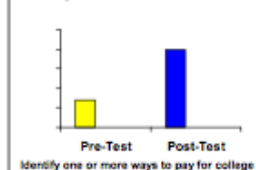
**Personal/Social Domain - Standard A**  
Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.



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



**Career Domain - Standard B**  
Students will employ strategies to achieve future career goals with success and satisfaction.



During Red Ribbon Week all 3rd, 4th, and 5th grade students received classroom guidance presentations on the S.T.A.R. (Stop, Think, Act, Review) Decision Making Process. This lesson teaches students to think about choices and consequences before making decisions. After the lesson, nearly 90% of the 4th grade students could correctly identify the steps for solving problems.

Alvin Dunn's API has improved over the last three years due to increased California Standardized Test Scores. In addition to the hard work from teachers and administrators, the Read to Succeed Staff works with small groups of students. Using standards based lessons and research-based programs the 4th grade students could correctly identify the steps for solving problems.

The SSPT has created a college-going culture at Alvin Dunn, including weekly assemblies with classroom presentations about various colleges. Prior to creating their college presentation, 77% of Ms. Allen's 4th grade class could identify at least one way to pay for college. After learning about their college and presenting 90% identified one or more ways to finance college.

### Community Partnerships & Resources

Alvin Dunn's community partnerships and resources are extremely important to our school, as they provide counseling, food and clothes, mentorship, and tutoring to our students and families. Our parents are involved in the Parent Teacher Organization with raises money to support student programs like Peace Patrol, Chorus, and Student Council. This year Jewish Family Services of San Diego led free parent workshops in English and Spanish on Positive Parenting, available to all our families.

**Academic:** California State University, San Marcos; Boys & Girls Club; Kiwanis Club Tutors; San Marcos High School; Literature Comes to Life

**Personal/Social Domain:** Rady Children's Hospital Outpatient Psychiatry; Jewish Family Service of San Diego; North County Health Services; San Diego Food Bank's Food 4 Kids; San Marcos High School Knights of the Round Table; Operation School Bell & Shoddy Shoes; Leitchag Family Foundation; San Diego Kids Health Assurance Network;

**Career Domain:** California State University, San Marcos; Kid's College

For **volunteer opportunities** with our student support services program, please contact Silvia Jacobsen, Assistant Principal, at [silvia.jacobsen@smusd.org](mailto:silvia.jacobsen@smusd.org) or 760-290-2000.

# Implementation: Successes, Challenges, Lessons...

## SUCSESSES

- ◆ Program buy-in from principals and staff
  - ◆ Presenting program information and updates
  - ◆ Classroom visits, attending school meetings
  - ◆ Sharing data
  - ◆ School counseling program integrated in school
  - ◆ Appropriately referring to the grant helped reduce non-school counseling duties
- ◆ Outcome data found improvements in discipline, attendance rates, student behavior, and academic achievement!!!
- ◆ Visit school board during open session and send emails to board members to briefly share program successes

# Implementation: Successes, Challenges, Lessons...

## CHALLENGES

- ◆ Coordinating regular meetings with grant staff amidst the business
- ◆ Supporting the varying levels of abilities and with technology and data

# Implementation: Successes, Challenges, Lessons...

## LESSONS LEARNED

- ◆ Start implementation of Second Step in 3<sup>rd</sup> and 4<sup>th</sup> grades to ensure 5<sup>th</sup> grade students who will receive CHKS in final year have received classroom lessons all three years
- ◆ “Marketing” the school counseling program is important!
- ◆ It’s important to make time for planning and collecting/analyzing results
- ◆ Get to know your teachers; go to their meeting (they are talking about you anyway)
- ◆ Start with realistic goals – it’s okay to start “small” and then expand