HillCrest Middle School

By: Chris Vazquez

Contents:

- Academic Group:
- Data Sources
- Needs Assessments
- AIA Alignment
- Cultural Sensitivity
- Evaluation

Academic Group

- This group was created for students who failed 1 or more core classes at the end of quarter 2.
- The group consisted of 8 students all in the 8^{th} grade.

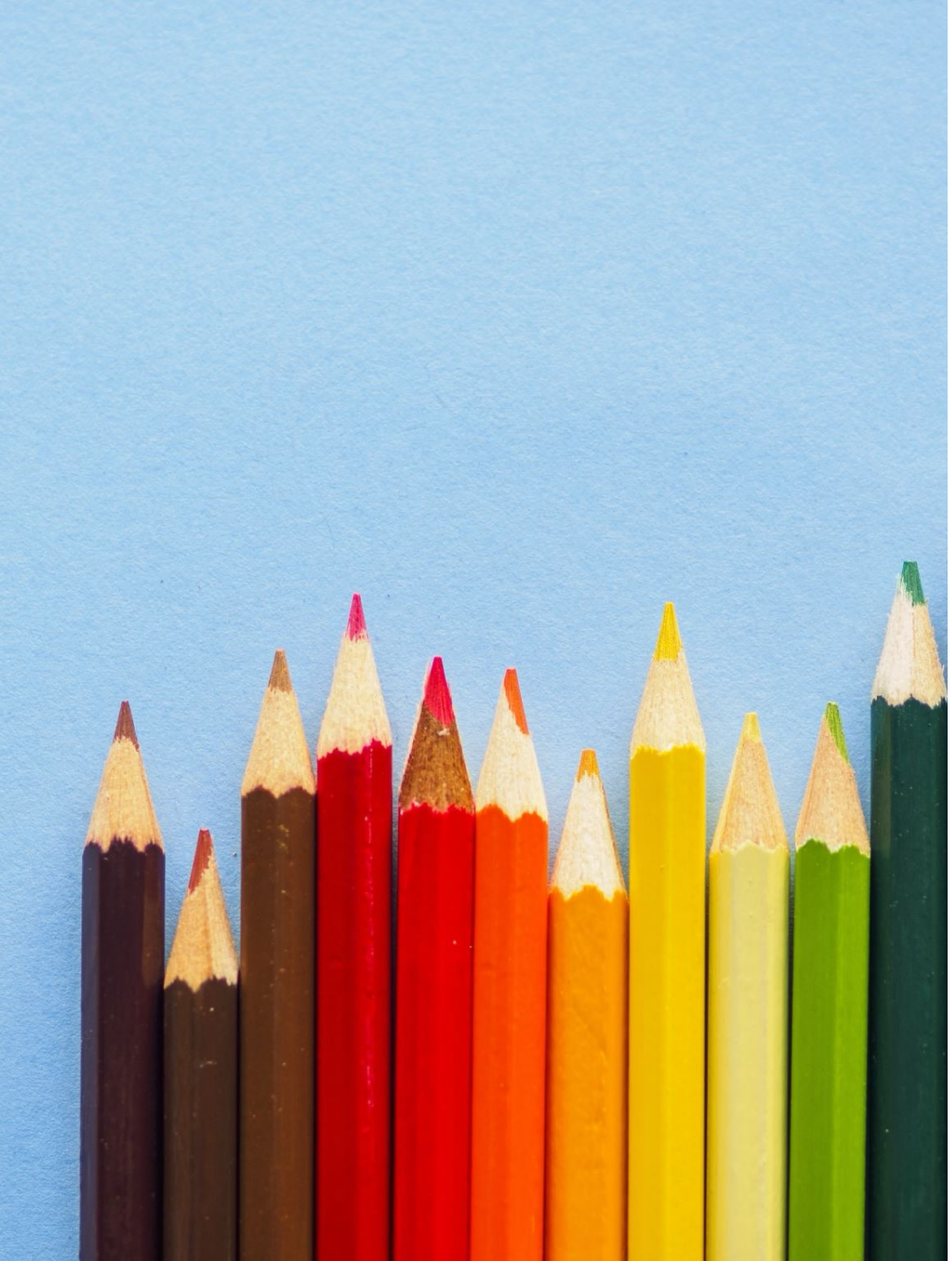
Data Sources

- By March 14,2024- 8 students in the 8th grade who are general ED, have no IEPs or are identified as an ML student, who failed 1-4 core classes with a grade 59 or lower at the end of quart 2.
- Goal: will decrease their total number of failed classes by 33% from 9 to 6.
- Targeted Group supplemental date:

The amount of 50% NHIs (Not handed in homework assignments)- in the quarter due to missing/incomplete minor grades. This has an impact of students grades overall in semester 1. the total of NHIs -232.

Data Sources Continued

- The amount of 50% on assignments that were GFA (ground floor average)- indicates the student is not successful in mastering the skills in semester 1. (factors include missing work, no motivation, not understanding the material, and not participating in class). Total of GFAs- 113
- Students whose families have social-economic struggles (such as poverty) have direct correlation with lower test scores and good grades. Total number of those students = 6
- Lastly, we considered the number of student absences in semester 1. the average = 12 days per student.



NEEDS ASSESSMENT

- In preparation for this group, I reached out to the following stakeholders:

- Parents and guardians
- Administration
- School counselor advisory committee

AIA/ASCA

- AIA- DIVERSITY & ADVOCACY CACREP ((F.1 & F.2)
 - Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development and advocates for the learning and academic experiences necessary to promote the academic, career, and social/emotional development of students.

- ASCA
- B-LS 3: Using time management, organization, and study skills.

Cultural Sensitivity

- Our group consisted of diverse students.
- 6 of the 8 students would be considered PIPs (people in poverty).
- Students identified as “PIPs” have different support systems and social groups that are often different from non-PIPs.
- We had 5 black students, 1, mixed race student, 1, Latino student, and 1 Caucasian (white) student.

- We as a group, discussed how we are all different, yet equal. We talked in length about how we will respect each other. One way this was done was by creating a list of “group” rules. One of the rules was “no putdowns”. This meant the students were not allowed to make fun of each other or put them down.

Evaluation

- Pre-post-assessment:

1	2	3	4
Rarely	Sometimes	Most of the time	All the time

STATEMENT
I take full responsibility for completing and turning in my assignment.
I am willing to ask my teachers for help.
I can identify two ways to help better manage my time so that my schoolwork gets completed on time.
I have a system that I use consistently to stay organized with notes, assignments, and due dates.

Evaluation (continued)

- Pre-assessment data.- utilized 4 point likert scale.

1. 2.29
2. 2.57
3. 2.43
4. 1.71

- Post- assessment data.- utilized 4 point likert scale.

1. 2.60
2. 3.00
3. 2.40
4. 2.40

Evaluation (continued)

- Outcome Data plan.

-Baseline Data:

- 8 students originally identified with 1 or more failing grades in core classes at the end of quarter 2
- 7 students failed one or more classes in quarter 1
- 1 student failed two or more classes in quarter 2
- Total: the 8 students who participated in the interventions had 9 failing grades in core classes in quarter 2.

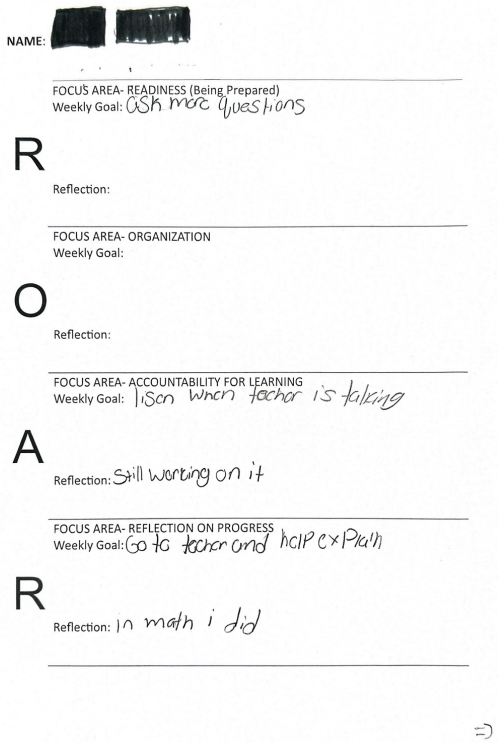
- Outcome Data Results

-final Data

- One student was placed on OSS for the last two weeks of group.
- One student only attended 3 out of 6 sessions due to absences
- Total: 8 out of the 8 students who participated in the interventions improved their grades in core classes to pass with an average of 60 or higher. Total number of failed classes went from 9 to 0.

Percent Change: 100% reduction in number of failed core classes.

Artifacts



NAME: [redacted]

FOCUS AREA- READINESS (Being Prepared)
Weekly Goal: ask more questions

R

Reflection:

FOCUS AREA- ORGANIZATION
Weekly Goal:

O

Reflection:

FOCUS AREA- ACCOUNTABILITY FOR LEARNING
Weekly Goal: listen when teacher is talking

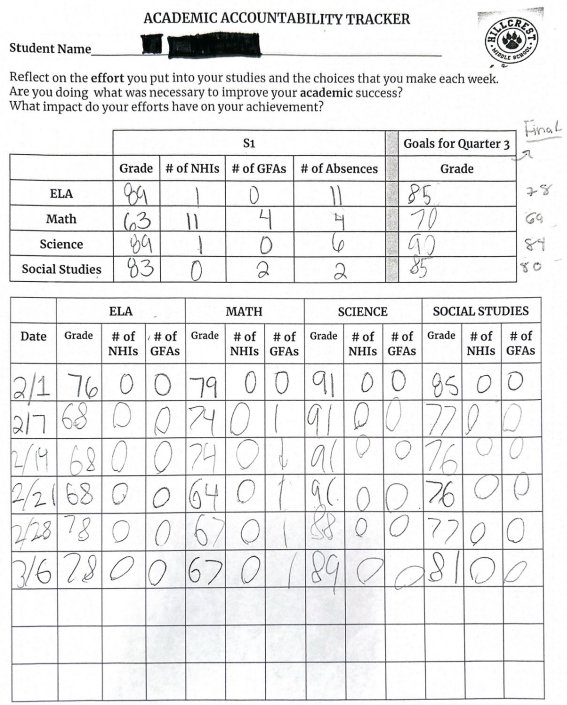
A

Reflection: Still working on it

FOCUS AREA- REFLECTION ON PROGRESS
Weekly Goal: go to teacher and help extra

R

Reflection: in math i did



ACADEMIC ACCOUNTABILITY TRACKER

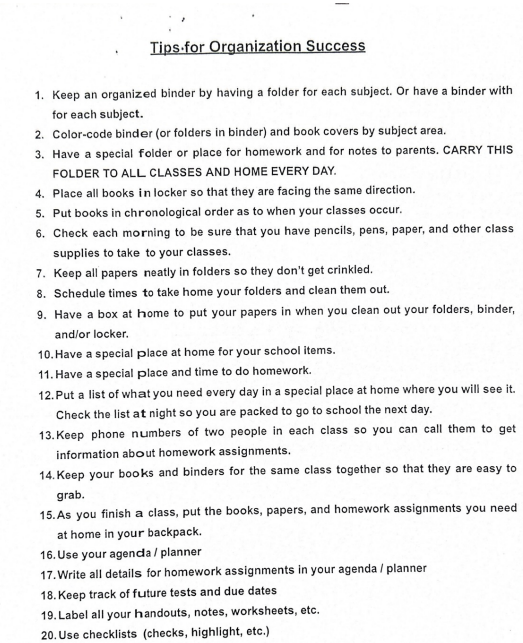
Student Name [redacted]

Reflect on the **effort** you put into your studies and the choices that you make each week.
Are you doing what was necessary to improve your **academic** success?
What impact do your efforts have on your achievement?

	S1				Goals for Quarter 3
	Grade	# of NHIs	# of GFAs	# of Absences	Grade
ELA	84	1	0	11	85
Math	63	11	4	4	70
Science	89	1	0	6	90
Social Studies	93	0	2	2	85

Final
78
69
84
80

	ELA			MATH			SCIENCE			SOCIAL STUDIES		
Date	Grade	# of NHIs	# of GFAs	Grade	# of NHIs	# of GFAs	Grade	# of NHIs	# of GFAs	Grade	# of NHIs	# of GFAs
2/1	76	0	0	79	0	0	91	0	0	85	0	0
2/7	68	0	0	74	0	1	91	0	0	77	0	0
2/14	68	0	0	74	0	1	91	0	0	76	0	0
2/21	68	0	0	64	0	1	91	0	0	76	0	0
2/28	78	0	0	67	0	1	88	0	0	77	0	0
3/6	78	0	0	67	0	1	89	0	0	81	0	0



Tips for Organization Success

1. Keep an organized binder by having a folder for each subject. Or have a binder with for each subject.
2. Color-code binder (or folders in binder) and book covers by subject area.
3. Have a special folder or place for homework and for notes to parents. CARRY THIS FOLDER TO ALL CLASSES AND HOME EVERY DAY.
4. Place all books in locker so that they are facing the same direction.
5. Put books in chronological order as to when your classes occur.
6. Check each morning to be sure that you have pencils, pens, paper, and other class supplies to take to your classes.
7. Keep all papers neatly in folders so they don't get crinkled.
8. Schedule times to take home your folders and clean them out.
9. Have a box at home to put your papers in when you clean out your folders, binder, and/or locker.
10. Have a special place at home for your school items.
11. Have a special place and time to do homework.
12. Put a list of what you need every day in a special place at home where you will see it. Check the list at night so you are packed to go to school the next day.
13. Keep phone numbers of two people in each class so you can call them to get information about homework assignments.
14. Keep your books and binders for the same class together so that they are easy to grab.
15. As you finish a class, put the books, papers, and homework assignments you need at home in your backpack.
16. Use your agenda / planner
17. Write all details for homework assignments in your agenda / planner
18. Keep track of future tests and due dates
19. Label all your handouts, notes, worksheets, etc.
20. Use checklists (checks, highlight, etc.)

References

- Data provided by Hillcrest Middle School through:
- Behavior Referrals from Greenville County School sources, Attendance data from Power School Services and Incident reports provided by Back-Pack- a resource also provided by Greenville County Schools.
- https://www.greenville.k12.sc.us/Parents/main.asp?titleid=backpack
- https://schoolcounselor.org/About-School-Counseling/ASCA-National-Model-for-School-Counseling-Programs