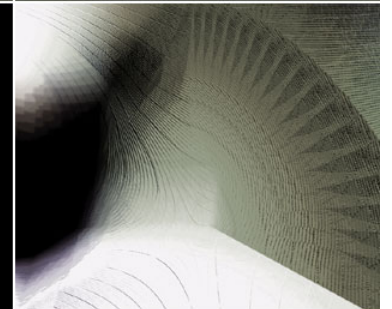# STUDENT SUCCESS PLANS IN THE DEVELOPMENTAL GUIDANCE PROGRAM

Simsbury High School
Simsbury CT

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PRESENTATION AGENDA

o **Overview of Developmental Guidance Program**

o **Development of the Student Success Plan**

o **Demonstration of the electronic system**

o **Grade-by-grade review of program**

o **Discussion of Student Learning Clusters**

o **Next Steps**

o **Conclusion and Questions**

SHS MISSION STATEMENT

The mission of Simsbury High School is to help each student realize his/her potential by learning the knowledge, skills, and behaviors that promote both <u>personal fulfillment</u> and civic responsibility.

SIMSBURY HIGH SCHOOL
GUIDANCE DEPARTMENT

o One of the premier guidance departments in the region.

o Established an effective. developmental guidance curriculum.

o Examined the "guaranteed experiences" in guidance at each grade level.

o The challenge was/is to make the experiences feel more like a sustained approach (Student Success Plan).

GUARANTEED GUIDANCE EXPERIENCES

- Examined developmental program in two ways
  - By grade level
  - Academic, personal, and social components
- Emphasis on goal setting, academic planning, and school involvement
- Post-secondary planning is the culmination of the plan
  - Begins in junior year
  - Increased involvement of parents
  - Group and individual components
  - Sets up students for success in senior year

DEVELOPING THE
STUDENT SUCCESS PLAN

- Had been talking about concept of an "IEP for every kid."
- Settled on the idea of deliberate, continuous goal setting.
- Grant opportunity from CT State Department of Education
- Supported curriculum writing for guidance counselors
- Covered stipend for webmaster – it was a critical goal for us that this be an <u>electronic</u> plan.
- Supported the development of Student Learning Cluster book.

ELECTRONIC STUDENT SUCCESS PLAN

o **Already subscribed to Naviance/ Family Connections**

o **Needed a way to show the arc of the developmental program.**

o **Place to store artifacts as a permanent record of the student's guidance experiences.**

o **With those goals in mind, we turned the work over to guidance…………**

IDEAS BEHIND OUR WORK

o **Create coherence/connections in available programs**

o **Transparency**

o **Portfolio of student work – potential for interdisciplinary collection**

o **Guidance Capstone**

CHALLENGES

o **Availability of existing models**

o **Integrating technologies**

o **Language of the students/ accessibility**

o **Developmental implications**

SHS STUDENT SUCCESS PLAN

o **Grade level focus on key developmental benchmarks**

o **Transition/Career Exploration /Post High School Planning**

o **Elements of Student Success Plan**

ELECTIVE PROGRAMMING
AS PART OF SSP

○ **Imperative that students approached the elective choices with a sense of purpose.**

○ **Goal was to create in-depth programming; eliminate the "smorgasboard" approach.**

○ **Designed clusters with an awareness about national research on career pathways.**

○ **Identified nine Student Learning Clusters that captured current program and required us to stretch.**

RESHAPING THE ELECTIVE PROGRAM

o **Engaged instructional leaders in <u>challenging</u> conversations about programming.**

o Screened courses for rigorous curriculum, student engagement, 21st Century skills, course enrollment patterns, place in a defined sequence, and articulation with further education.

o Courses that were added were balanced with the elimination of outdated or "stand alone" courses.

o Heavy lifting! This work included value judgments about long-standing programs.

STUDENT LEARNING CLUSTER BOOKLET

o Course mapping of elective choices in conjunction with core courses.

o Linked to extracurricular offerings, opportunities for career exploration, on-line and college courses, and community connections.

o Parent feedback about the product has been tremendously positive – they see opportunities they didn't know about.

o A change in schedule (8 periods) will start to give students more opportunity to take advantage.

LINK TO STUDENT SUCCESS PLAN

o **Students have limited choice in their courses (most are core); this work allows them to think ahead where they do have control.**

o **Has been especially effective for those students who know what they want.**

o **Emphasize that cluster pathways are <u>suggestions</u>, not lock-step sequences.**

o **Counselors do use the guide during some SSP activities, but link could still be more explicit.**

NEXT STEPS

o **Integrate into SHS Connect Programming**
  - o 9th Grade: transition, relationships, connections
  - o 10th Grade: Career Exploration
  - o 11th-12th Grades: Basis for Post High School Planning
o **PowerSchool – course mapping/career clusters**
o **"One Stop Shopping" – refine blends of existing technologies**
o **Strengthen link between Learning Clusters and Student Success Plan**
o **Student & Family Ownership – ensuring completion of SSP activities**
o **Measures of Effectiveness**