|  |  |
| --- | --- |
| outlinelogo | **Massachusetts Accountability Report Card**  *A continuous improvement document for school counseling outcomes*  ***M.A.R.C. Junior*** |
|  | **Gardner High School School**200 Catherine Street Phone: 978-632-1600Gardner MA 01440 Fax: 978-630-4040 Grade Levels: 9-12 Enrollment: 568  Principal: Mark Pellegrino |

#### **Administrator’s Comments**

The Gardner High School Guidance Department has been focused on developing a curriculum for grades K-12 to ensure that all students develop academic, social, and career skills. Their program was well-planned, but lacked an evaluation of its effectiveness. I was pleased when they instituted a data component to assess their impact on student learning and growth.

Using pre and post test data, the counselors not only considered whether the students *felt* they learned; they were also asked to provide information on *what* they learned. They are already using this information to inform their curriculum and pedagogy.

Mark Pellegrino

Gardner High School Principal

#### **Student Results**

College and career readiness is a primary focus of Gardner High School’s power standards for the 2014-2015 year. Gardner High School’s goal is to begin implanting a college and career curriculum starting with the freshmen class. This curriculum will be carried through all 4 grade levels to improve the percent of students who have a set post-secondary plan upon graduation. For the purpose of this report we will focus on the freshmen curriculum piloted during the 2014-2015 year.

To implement the freshmen curriculum, we created two units. Unit one consisted of three lessons which focused on introducing and creating profiles on MassCIS. During these three lessons, students learned about their skills, values, and interests, and how they relate to their identified career cluster. The goal of this unit was to get students to begin the process of post-secondary planning. A pre-assessment writing assignment and post-assessment writing assignment was used to assess the effectiveness of these lessons. Additionally, we had students’ complete surveys and exit tickets to help us assess the lessons.

The results of unit 1 are shown below:

When assessing the freshmen who participated, an average increase of 34.2% was observed from the

pre to post assessment for unit 1. Additionally, 70% and 24% rated “agree” and “strongly agree” (respectively) that the lesson helped them understand the importance of knowing their personality when researching a career. Furthermore, 74.4% and 18.6% rated agree and strongly agree (respectively) that the lessons helped make a connection between skills and careers.

Student’s feedback was also gathered via exit tickets to help us assess their opinion on the lessons. Students responses included “I liked this lesson because it gave me a better understanding of what my skills are…”, “I didn’t like sorting all the card”, “I learned for my dream job I need 5+ years of school”, “I liked how it showed how much you get paid…”, “I learned what I want to do after high school”, and “I learned more about myself, and the reason behind some of my choices…”.

Unit 2 consisted of one lesson, which was based on the “reality check” program. This lesson was used to enforce the importance of post-secondary planning. The lesson was again delivered during health classes and completed in one class period. A pre and posttest was administered to assess the effectiveness of this unit.

Results for Unit 2 are shown below:

As observed in the chart above the reality check lesson made a significant improvement in students’ knowledge and understanding of the cost of living, cost of education, and salaries desired, compared to salaries obtained with their career fields. The average percent increase from the pre to post test is 33.7% increase for the entire freshmen class. The range across class periods varied from 20.4% increase to 45.6 % increase.

## **Focus for Improvement**

1. Increase student engagement through collaboration with teachers and the use of essential questions.
2. Continue grade 9 seminars for 2015-16.
3. Begin planning seminars for other grades.
4. Continue to implement comprehensive guidance curriculum to expose college and career readiness skills, with the goal that at least 90% of seniors will have a documented graduation plan.
5. Increase attendance rate through progressive interventions to increase number of classes passed a year, in order to encourage promotion and school engagement.

#### **Student Support Personnel Team**

**Mission Statement**

*The mission of the Gardner Public School System is to prepare, in collaboration with parents, students who are ready upon graduation for the challenges of college and career without remediation.  This will be done in a safe, caring, just and equitable environment.  Our Core Values are Academic Excellence, Creativity, Respect and Responsibility*.

The team collaborates regularly with teachers, administrators, and outside providers to facilitate positive graduation and post-secondary outcomes for all students. Examples of new or expanded programs this year include:

* Implementing and delivering a college and career curriculum for grades 9-12.
* Assist students in creating a career and educational plan based on their skills, value, and interests.
* Collaborate with English teachers to increase percent of completed college admission essays.
* Collaborate with local community and state colleges to host admission days and college presenters.
* Work with MWCC to increase Accuplacer completion among the junior and senior class for both dual enrollment and college admission opportunities.

Our team members include:

Karen McCrillis Guidance Counselor

Judy Mack Guidance Counselor

Chrissy Leamy Guidance Counselor

Melissa Chisholm Guidance Intern