|  |  |
| --- | --- |
| MASCAlogo-09A | **Massachusetts Accountability Report Card**  *A continuous improvement document for school counseling outcomes*  ***M.A.R.C. Jr.***  ***2013-2014 School Year*** |
| http://resourcer2.mydakis.com/image/ed6fc580-93aa-012f-6311-00ffd0b42e70/160/160/true/true/jpg | **Fitchburg High School** 140 Arn-How Farm Road, Fitchburg, MA 01420  **PHONE**: 978-345-3240 | **FAX**: 978-348-2303  http://fhs.fitchburg.k12.ma.us/  **DISTRICT:** Fitchburg  **GRADE LEVELS**: 9-12 **ENROLLMENT**: 1,134  **SCHOOL YEAR**: Traditional  **PRINCIPAL**: Jeremy Roche |

#### **Principal’s Comments**

As the principal of Fitchburg High School, I am honored to be a member of the Student-Teacher Assistance Team (STAT). STAT members have dedicated time and energy to be involved in the common goals of supporting our students in the academic, personal/social, and career development domains of the MA Model for School Counseling Programs and College and Career Readiness standards. STAT members are driven to assist students by supporting them through many avenues and they play a vital role in academic success and culture of the school. They work together to provide interventions that will improve student achievement and strengthen our community by collaborating with various wrap around agencies and partners.

It is with great pride that I recognize the advancement and commitment of Fitchburg High School’s School Based Counseling Team with their efforts and advancement in implementing the MA Model for School Counseling (MASCA) and the American School Counselor Association (ASCA) National Model. Our collaborative approach to provide a top notch education, while working to individualize the instruction for all students, is the basis that drives our program. We are proud of our continued growth and efforts.

*Jeremy S. Roche, Principal*

#### **Student Results**

The MA Model, inspired and guided by both the ASCA National Model and the MA Career Development Benchmarks, calls for the development and implementation of school counseling programs that promote student success in the *academic/technical*, *workplace readiness*, and *personal social* domains. The curriculum for the freshman class at Fitchburg High School is aligned with the CDE Benchmarks below:

**Learners will develop and demonstrate**:

* **A1**: 21st century academic, technical, and employability skills for success in school and in the workplace.
* **A2**: strong academic, technical, and employability skills for career and life.
* **A4**: an appreciation for the relevance of education in their lives (*i.e., answering, “Why do I need to know this?”*)
* **W1**: knowledge and skills in the planning and decision-making process**.**
* **W2**: an exploratory attitude toward self, life and the world of work**.**
* **PS1**: attitudes, behaviors, and skills that promote self-knowledge, personal responsibility, and self-direction.

One component of the 9th grade school counseling curriculum introduced all students to Naviance. Taught by school counselors in every freshman English classroom between December 2013 and January 2014, the guidance lesson explained what Naviance is, why it is important, how students will be using it as a tool at Fitchburg High School, and actually registering for their own Naviance account. The Department goal was to have every 9th grade student registered for Naviance before February vacation. Data obtained from the Naviance website assisted tracking student registrations.

The following charts show the progress of freshman registration in the months of December, January and February.

About 72% of students re-visited the Naviance website on their own at least once after registration. The chart below describes continued student visits to the Naviance website to date.

Data documents that the School Counseling Department’s initiative to implement Naviance in

Grade 9 was highly successful. Although not all freshmen were registered to use Naviance by the goal date, almost 90% were registered and actively using the program. Each counselor will meet individually with their freshman students who are not yet registered in order to capture the last 10%.

## **Focus for Improvement**

Future Naviance implementation planning includes:

* Continue registration of new and incoming students at the beginning of each school year.
* Additional staff Naviance training to expand their Knowledge of Naviance components
* Increasing students understanding and use of Naviance.
* Focusing on registering the junior and sophomore classes for Naviance throughout the remainder of the school year.

Although the senior class will not have the opportunity to utilize this site before graduation in June, they will take part in an exit survey that Naviance has to offer. This survey will assist Fitchburg High School in collecting essential data for the post-secondary planning process, and will greatly benefit future students.

The School Counseling Department believes that Naviance will be a key tool for students in their post-secondary planning process. While the school only just gained access to Naviance in December of 2013, they have already placed a vast amount of time and effort into ensuring that it will become a vital instrument for students and staff of FHS.

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

* Jeremy Roche, M.Ed., School Principal
* Thomas DiGeronimo, M.Ed., Vice Principal
* Sheila Thomas, M.Ed., Vice Principal
* Albert Mercado, M.Ed., Vice Principal
* Josie D’Elia, M.S., Adjustment Counselor
* Susan Leahy, M.S., School Counselor/Facilitator
* Christopher Woods, M.S., School Counselor
* Steve Lowney, M.S., School Counselor
* John Gentile, M.S., School Counselor
* Aaron Spencer, M.S., CCR/School Counselor
* Jinnee Struss, M.Ed., Assessment Specialist/School Counselor
* Steve Celona, M.S., Educational Team Leader
* Jane Sunderland, RN, School Nurse
* Julie Membrino, SIMS Data Secretary
* Nancy Orsini, Registrar
* Cassie DeMass, B.S., Fitchburg State University Graduate Intern
* Josh Melanson, Fitchburg State University Undergraduate Intern