

Building School Teams



Organizing a Counseling Department



Creating Postsecondary Leadership Teams (PLTs)



Monitoring Team Progress



Planning Tools for Student Supports



Organizing a Counseling Department

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Purpose

The Network for College Success believes that Counselors and College & Career Coaches are school leaders and, therefore, are pivotal to student success. Counseling Departments are responsible for a variety of school-wide projects and events within the three counseling domains: academic, social-emotional learning, and postsecondary. Developing strong teams requires careful consideration and intentional planning so that Counselors have the capacity to organize around the three domains of work.

How & When to Use

Tool Set A provides Counselors and other educators with resources to establish effective school Counseling Departments. The Counseling Department Retreat Facilitator's Guide is a sample full-day retreat for team members to reflect on their work from the past school year. The retreat's various activities and protocols can be beneficial for Counseling Departments in any stage of development. Counselors and other educators can also utilize the following presentations and organizing tools to socialize the importance of the counseling work school-wide as well as set clear roles and responsibilities.



Organizing a Counseling Department

Counseling Department Retreat Facilitator's Guide

The activities in this sample Kelly High School facilitator's guide allowed the team to reflect on the past school year, focus on team dynamics, and set the stage for next year's programming.

Counseling Department Retreat Facilitator's Guide

Sample from Kelly High School

Topic	Facilitator Notes/Materials & Prep
Part I – 8:30 to 9:00	
<p>Welcome and Overview (15 minutes)</p> <ul style="list-style-type: none"> • Continental Breakfast • Review Agenda <ul style="list-style-type: none"> ◦ Opening Moves ◦ Mission/Vision • Outcomes for the Meeting: <ul style="list-style-type: none"> ◦ Participate in Team-building Activities ◦ Review Community Agreements ◦ Reflect on Our Work Conditions- Individually & Collectively ◦ Identify Next Steps as a Group <p>Group Juggle Protocol from School Reform Initiative (15 minutes)</p> <p>Purpose To provide a playful opportunity to reflect on group dynamics and collaborative skills.</p>	<ul style="list-style-type: none"> • Guiding PowerPoint • Facilitator Agenda • Meeting Agenda • Poster of Agreements • Group Juggle Materials <p>Ask all participants to write down a student's name and to keep him or her in mind throughout the day.</p> <p>Counseling Department Chair will set the tone, which includes setting purpose for the retreat and intended outcomes. Essentially: Why are we here and what do we hope to achieve at the end of the day?</p> <p>Directions</p> <ul style="list-style-type: none"> • Form a circle. • Create a pattern tossing the ball as a team. • One person throws the ball and calls out the name of the receiver. Remember: The thrower will toss the ball to the same person each time. • The group keeps going until everyone has thrown and received the ball once. • The group completes one practice round, throwing the ball in the same order and to the same people. • Ask the group to remember the pattern! • Now, the group completes the round again and the facilitator will continue to add an object each round (until each person has his/her own object to throw). • The goal is for everyone's object to enter all rounds. • When the facilitator counts out loud, "1, 2, 3, STOP," the group needs to stop and see how many objects they have in play. This may happen more than once.

- After 2 or 3 rounds, ask the group to set a goal of how many objects they can toss (what they believe they can accomplish) and invite them to try again!

Rules

- Establish a pattern. Each person must throw to the same person and receive from the same person throughout the activity.
- A toss has a low and high point. A toss is different than a pass or a hand off.
- Objects that fall can be left alone or brought back into play.

Debrief the Protocol

- How would you describe your feelings about the Group Juggle from the beginning, middle, and end?
- How would you describe the group’s effectiveness at the beginning, middle, and end?
- What did it take for us to be successful as a group?
- As we work to strengthen our learning community, what should we keep in mind?
- What might we do differently with our students as a result of this experiment? What problems were we trying to solve with this activity?
- How did we solve the problems we faced?
- Are there connections between group success in this activity and our work in our school?

Part II – 9:00 to 9:50

Compass Points from the School Reform Initiative (50 minutes)

Purpose:

Similar to the Myers-Briggs Personality Inventory, this exercise uses a set of preferences which relate not to the individual, but to group behaviors. This will help us understand how preferences affect our group work.

Process

- The room is set up with four signs on each wall – North, South, East, and West.
- After [reading the description of each direction](#), participants are invited to go to the direction of their choice. No one is only one direction, but everyone should choose one as their predominant one. (5 minutes)
- Each direction group answers the 5 questions on a sheet of newsprint. (10 minutes)

1. What are the strengths of your style? (4 adjectives)
 2. What are the limitations of your style? (4 adjectives)
 3. What style do you find most difficult to work with and why?
 4. What do people from the other directions or styles need to know about you so you can work together effectively?
 5. What do you value about the other three styles?
- When complete, report back to the whole group. (20 minutes)
 - Processing can include (10 minutes):
 - Note the distribution of participants among the directions: what might it mean?
 - What is the best combination for a group to have? Does it matter?
 - How can you avoid being frustrated by another direction?
 - How might you use this exercise with others? Students?

BREAK – 9:50 to 10:00

Part III – 10:00 to 10:20

Tarp Protocol (20 minutes)

Purpose:

As a team, participants must stand on the tarp and flip it over without touching the ground. The activity will promote team building and help participants think outside the box when solving issues. The activity will also give diverse voices the opportunity to lead and support the team.

Setup/Preparation

1. The facilitator explains to participants that the goal of the activity is to identify challenges they are facing and, as a team, symbolically “flip” them over to solutions.
2. The facilitator asks each participant to think of one to two challenges. The challenges must be words or phrases, not sentences. Participants will then write down the challenges on strips of masking tape with markers.
3. The facilitator asks each participant to write possible solutions on separate pieces of masking tape. The solutions can be specific to the challenge or general problem-solving tactics.
4. The facilitator labels one side of the tarp “challenge” and the other side “solution.”
5. Participants will tape their strips to the appropriate side.
6. The facilitator gives them the opportunity to collectively read both sides. Then, he/she asks them to stand on the challenge side.

Rules

1. They need to problem solve together to flip the tarp onto the "solution" side
2. They can use their hands.
3. Once they are on the tarp, no one can stand on the floor. Their feet must never leave the tarp. If someone touches the ground, the team starts over.
4. If you aren't leading, you have to support and cheer your team on.
5. You can allocate an open window of time (5-15 minutes) or set the challenge by assigning a specific amount of time.

Debriefing

This activity lends itself well to discussions on achieving success despite the obstacles in our lives. Lifelong success is rarely achieved through chance - instead, the successful make a plan, continually evaluate, then change the plan as needed. When everyone on the team is committed to the plan, success is much more likely.

- What strategies did you apply here to experience success and are any of these strategies applicable to real life situations?
- How is this activity just like real life? How is it unlike real life?
- How did you like the activity? Would you use it again?

Part IV - 10:20 to 11:50**Team Assessment
(90 minutes)**

- Each participant completes The Five Dysfunctions of a Team: Team Assessment
- Refer to Patrick Lencioni's [website](#)
- Facilitator tallies assessment results while group watches [YouTube video of 5 Dysfunctions of a Team](#)

LUNCH - 11:50 to 12:20

Part V – 12:20 to 12:40

**Change Activity
(20 minutes)****Purpose:**

To build community among participants and provide context for a discussion about change.

- Invite participants to stand together in a circle.
- Once the circle is formed, invite them to divide into pairs around the circle.
- Partners turn to face and greet each other.
- Invite each pair to turn their bodies and stand back-to-back with one another. Partners then move 2-3 steps apart, remaining back-to-back. Ask partners to be sure that they cannot see one another.
- Once pairs are back-to-back and a few steps apart, say, “*Change 3 things about your appearance. No peeking.*” (Or something that lets the pairs know that they should not look at each other.)
- When everyone has made their three changes, invite pairs to turn back around to face each other so they can identify the 3 changes each partner made.
- Once each pair has done this (and the the giggling has stopped), begin a quick debrief.
- Debriefing questions might include:
 - How was that?
 - What did you notice?
 - How many changes could you identify?

Part VI – 12:40 to 1:25

**Norms Construction
(35 Minutes)****Purpose:**

Community agreements, or norms, are more than rules. They are the expectations that hold a team together and create the conditions for effective work.

This is a consensus-building process that uses a series of negotiations to construct norms for a learning community.

- Group reviews current Norms and Agreement:
 - Speak your truth as you know it
 - Stories stay/ practices leave (confidentiality)
 - Suspend judgement
 - Remain solution-focused
 - Everyone’s perspectives and contributions are valued
- Group engages in [Norms Construction Protocol](#)

BREAK – 1:25 to 1:35

Part VIII – 1:35 to 1:55

**YouTube - Dear Young Man
of Color: Spoken Word
(20 minutes)****Purpose:**

Increase awareness and consciousness of personal interactions with least-reached students. Increase awareness of the population that is being served at Kelly High School. How do we have high expectations for minority students?

After [watching the video](#), ask the group:

- What opportunities does the Counseling Department provide to young men of color to be heard?
- How does the video reflect the voice of the young men at Kelly High School?

Part IX – 1:55 to 2:10

Closing Moves

- Closing Connections
- Action Items Review
- Evaluation/Reflection

Notes:**Counseling Department Mission Statement:**

The mission of the Kelly High School Counseling Department is to foster positive school culture through guidance and student development initiatives that will create a positive learning environment for our learners. The Counseling Department supports all individuals through a comprehensive program that will enhance student development and engage each pupil through academic, career, and personal-social domains. Our program is implemented in collaboration with all faculty and staff while complementing the mission of Kelly High School in promoting student achievement.



Organizing a Counseling Department

RACI Matrix for a Counseling Department

A responsibility assignment matrix, also known as a RACI matrix, from Kelly High School that describes the roles and responsibilities of each member of the Counseling Department.

RACI Matrix for a Counseling Department

Sample from Kelly High School

ASCA DOMAIN	PROJECTS	RESPONSIBLE	ACCOUNTABLE	CONSULTED	INFORMED
ACADEMIC	Freshman	Vonesh	Resendiz/Argyelan	ALL Counselors	Staff
ACADEMIC	Sophomore	Preciado	Moore	ALL Counselors	Staff
ACADEMIC	Junior	Vonesh	Taylor	ALL Counselors	Staff
ACADEMIC	Senior	Preciado	O'Connor/ Argyelan	ALL Counselors	Staff
ACADEMIC	Programming Course Selection	Sokolowska	Argyelan	ALL Counselors	Staff
ACADEMIC	Credit Recovery	ALL Counselors	Taylor	Administration	Staff
ACADEMIC	National ACT Testing	O'Connor	Argyelan	Administration	ALL Counselors
ACADEMIC	AP Testing	Morrison	Buniak	Argyelan	ALL Counselors
SOCIAL/EMOTIONAL					
SOCIAL/ EMOTIONAL	Behavioral Health Team	All Counselors	Bejar	ALL Counselors	Administration
SOCIAL/ EMOTIONAL	Social and Academ- ic Supports Team	O'Connor/Preciado	Jackson	ALL Counselors	Administration
SOCIAL/ EMOTIONAL	Bilingual Supports	Preciado	Torres/Lane	Administration	ALL Counselors
PERSONAL/ SOCIAL	Parent Community Outreach Committee	Vonesh	Bejar/Pui	ALL Counselors	ALL Counselors
COLLEGE/CAREER					
COLLEGE/ CAREER	Naviance Site Manager	Argyelan/O'Con- nor	Flores-Garcia	ALL Counselors	PLT
COLLEGE/ CAREER	Summer Transition	Flores-Garcia	Argyelan	ICAC Advisor	ALL Counselors

ASCA DOMAIN	PROJECTS	RESPONSIBLE	ACCOUNTABLE	CONSULTED	INFORMED
COLLEGE/ CAREER	Postsecondary Leadership Team	Preciado	Flores-Garcia	ALL Counselors	Administration
COLLEGE/ CAREER	FAFSA	Flores-Garcia	College Advisor	ALL Counselors	PLT
COLLEGE/ CAREER	College Applications	ALL Counselors	Flores-Garcia	PLT	Administration
COLLEGE/ CAREER	Scholarships	ICAC Advisor	Flores-Garcia	PLT	ALL Counselors
COLLEGE/ CAREER	College Tours	Gear Up	Flores-Garcia	ALL Counselors	Administration
COLLEGE/ CAREER	Dual Credit/Dual Enrollment	Gear Up	Moore	Administration	ALL Counselors

PLT = Postsecondary Leadership Team

ASCA = American School Counselor Association



Organizing a Counseling Department

Care Team Presentation

A presentation from North-Grand High School on how to develop a Care Team.

Care Team Presentation

Sample from North-Grand High School

Why have a Care Team?

- Organized referral system from teachers
 - No more emails
 - No more on-the-fly teacher discussions
 - Access to better information about student functioning in class
- Systems and structures for handling Social/Emotional domain
 - More proactive, less reactive
 - Less students fall through the cracks
 - Shared responsibility for tough student situations
 - More collaboration and holistic approach
- Organize the Social/Emotional resources within the building
 - Counselors
 - Social Worker and Psychologist
 - Community Agencies
 - Chicago Public Schools Contract Workers

Who is on the Team?

- All Counselors (who handle their own caseload)
- A representative from Administration
- Any community partner offering Tier III services to students in the building
- The Diverse Learning Team
 - Case Manager, Social Worker, and Psychologist

How does it work?

1. Student is referred
2. Student is screened by his/her Counselor
3. Counselor brings student's info to the meeting for a discussion
4. Student is assigned an intervention
5. Student is checked on periodically
6. Staff is informed of intervention student is receiving

What about crises?

- Students should be directed to a Counselor, Social Worker, or School Nurse immediately if they:
 - Express suicidal thoughts
 - Express violent or homicidal thoughts towards others
 - Experience abuse of any kind (from parent, significant other, peer, etc.)
 - Have no place to sleep tonight
 - Exhibit signs of serious illness or injury

The Referral

- Student seems to fit into one of the following situations:
 - Experiencing social/emotional problems that may or may not affect his/her behavior and academic performance
 - Experiencing homelessness
 - Experiencing traumatic life events (such as divorce, death of a parent, or pregnancy)
 - Suffering from substance abuse
- Teacher becomes aware of the situation and wishes to refer them to Care Team
- They fill out the Care Team Referral Form

Sample Care Team Referral Form Questions

- Primary Presenting Issue
- Secondary Presenting Issue
- Explanation of the Problem
- Student Strengths
- Current Interventions Being Used

The Referral (cont.)

- This form populates a spreadsheet controlled by the Counselors and is checked every week at the Care Team meeting
- Each Counselor sees which (if any) students on his/her caseload have been referred and then begins the screening process
- All Diverse Learners are screened by the Social Worker or Psychologist
- The person who screens the student becomes his/her Care Team Gatekeeper

The Screeners

- Counselors meet with students to discuss the reason for referral and screen them for eligibility into one of the counseling groups
- Students are screened for three things during the meeting with the Counselor:
 - Post-Traumatic Stress Disorder (using the Trauma Symptom Inventory)

The Screeners (cont.)

- Reactive Aggression (using the Multidimensional School Anger Inventory)
- Substance Abuse (using the CRAFFT Screening)
- **CRAFFT** stands for the six keywords in the second section of the assessment (**C**ar, **R**elax, **A**lone, **F**orget, **F**riends, **T**rouble)

The Screeners (cont.)

- After sitting with the student and filling out the Screener forms, the answers are scored using a website called SharePoint
- These scores are then put into a form used during the discussion process (described below)
- The scores guide, but don't decide, which intervention a student is given
- Each screening form has been provided by Lurie Children's Hospital

The Discussion at the Care Team Meeting

- Care Team Gatekeeper prepares the Student Discussion Template before the meeting
- The Student Discussion Template is used to guide the discussion and helps the team get the whole picture of how the student is doing

The Discussion at the Care Team Meeting (cont.)

- The Care Team Gatekeeper presents his/her student and then the group decides the most appropriate intervention
- This step may be quick because the Gatekeeper comes with an intervention ready
- Sometimes, it may take longer if the Gatekeeper is not sure of the best intervention and needs to ask for input from the whole group

The Discussion at the Care Team Meeting (cont.)

- Once the Care Team has discussed the student, he/she is put into one of the following interventions:
 - Individual Counseling with an outside agency (provided in school)
 - Anger Management or Trauma Group
 - Mentor Group with an outside agency (provided in school)
 - Individual check-in with the Counselor
 - Substance Abuse Group with an outside agency (provided in school)



Organizing a Counseling Department

Building a Social and Academic Supports Team

A presentation from Kelly High School on how to develop a Social and Academic Supports (SAS) Team.

Building a Social and Academic Supports Team

Sample from Kelly High School

Social and Academic Supports (SAS) Team

- Collaborative
- Implements Multi-Tiered Systems of Support (MTSS) process
- Builds staff capacity
- Supports a restorative discipline process
- Analyzes and shares school-wide behavior data



TOOL SET
A Organizing a Counseling Team

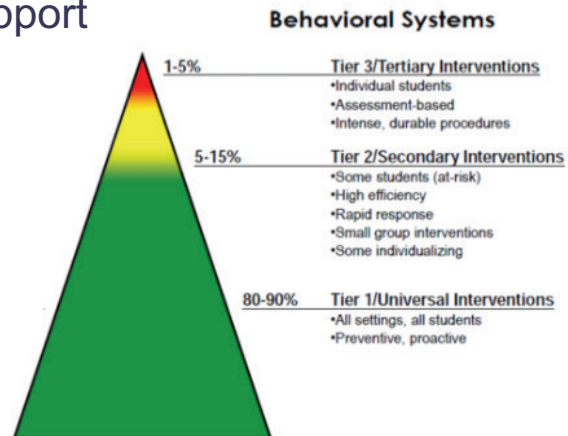
The SAS Team should not:

- Address individual student behavior or social/emotional issues. Individual students should be directed to:
 - Behavioral Health Team
 - Attendance Intervention
 - Dean Support
- Operate as a top-down approach

TOOL SET
A Organizing a Counseling Team

Multi-Tiered Systems of Support

- Universal Examples
 - Clear Expectations
 - Restorative Practice
 - Tardy Policy



Who is on the Team?

- Administrator (at least one)
- Teachers*
- Diverse Learner Teachers*
- Dean
- Support Staff (security, main office, lunchroom, etc.)
- Attendance Dean or Monitor
- Social Worker (someone with clinical expertise)
- Data Manager

**variety of specialties and levels represented*

Team Procedures

- Set year-round goals and plans
- Establish regular meeting rhythm: two times per month
- Provide professional development on how to integrate Social and Academic Supports into school-wide:
 - Policy
 - Procedures
 - Practice

Team Procedures (cont.)

- Create, distribute, and assist with universal supports to students
 - Example: Start On-Time Intervention

The SAS Team and the Behavioral Health Team in Collaboration

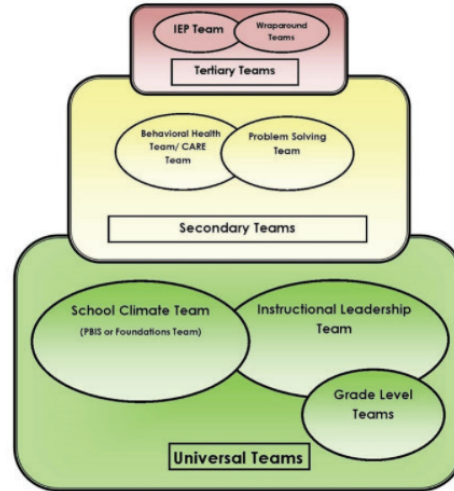
- **Social and Academic Supports** – universal support
- **Behavioral Health Team** – secondary team
 - Individualized
 - Targeted

TOOL SET

A

Organizing a Counseling Team

The SAS Team and the Behavioral Health Team in Collaboration (cont.)



Building School Teams
POSTSECONDARY SUCCESS TOOLKIT

10





Organizing a Counseling Department

Course Programming Timeline

A sample protocol and timeline from Westinghouse College Prep's Counseling Department for programming students for class schedules.

Course Programming Timeline

Sample from Westinghouse College Prep

Protocol:

One Month before Programming

Computer labs should be scheduled by grade level for 9th, 10th, and 11th grade students. One day will be allotted per grade level. Students will take part in programming during their Physical Education classes (9th and 10th grade) and Social Studies classes (11th grade). Teachers should be notified in advance regarding the programming schedule.

One Week before Programming

Students should review the graduation requirements in Advisory.

During Programming Sessions

1. Counselors review the course options by grade level and then program (schedule) with the class. Each student should create a schedule for the next school year.
2. Once students have completed schedules, they should see their respective Counselor or any available Counselor to review the selections. Counselors should make sure that students have all necessary classes by checking the student transcripts.
3. Once the Counselor has reviewed the program and the transcript together, he/she should double check graduation requirements are being met.

Student Prerequisites by Grade:

Rising 10th Grade Students

- Elective courses are not available for 10th grade students
- Each student must take the following courses:
 - English II (unless previous English credits have been earned)
 - Chemistry and Intro to Engineering Design
 - Advanced Placement (AP) World History or World Studies
 - Geometry and/or Algebra/Trigonometry (for accelerated math students only)
 - Physical Education II/Driver's Education or JROTC

Selective Enrollment:

- Students should continue their World Language course.
- Students should take their first or second year of Fine Arts.
- AP Environmental Science may be available to a small number of Selective Enrollment students who will take the course in addition to Chemistry in lieu of Fine Arts (with teacher permission only).

College-To-Career:

- College-To-Career students (non-Medical) will begin their College-To-Career Program in 10th grade and must sign up for the corresponding course.
- Medical students will continue the second year of their program and must continue their World Language course.

Rising 11th Grade Students

- Elective courses are available to Selective Enrollment juniors
- Each student must take the following courses:
 - English III or Advanced Placement Language and Composition
 - Physics (Any additional AP Science or Engineering courses must be taken in conjunction with Physics.)
 - United States History
 - Advanced Algebra/Trigonometry or Pre-Calculus (for accelerated math students or students enrolling in Pre-Calculus over the summer only)
- If students are not enrolled in AP, College-To-Career, JROTC, Anatomy & Physiology, or on a varsity athletic team for one full season: Encourage them to take a 3rd year of a Physical Education course (including dance or weight lifting).

Selective Enrollment:

- Students are strongly encouraged to continue their World Language course.
- Students should complete the Fine Arts requirement, if possible.
- Students can select one or two elective courses depending on whether the Fine Arts requirement is complete.
- Students cannot sign up for College-To-Career courses.

College-To-Career:

- Students must make sure to either start their World Language course or start their Fine Arts course.
- Accounting students should take Accounting I and Economics.
- Broadcast students should take Broadcast II and Graphic Arts.
- Information Technology students should take Relational Database I.
- Medical students should take Medical Health I and World Language.

Rising 12th Grade Students

- Multiple elective courses are available to Selective Enrollment and College-To-Career seniors.
- Each student must take, or is encouraged to take, the following courses:
 - English IV or AP Literature and Composition
 - Pre-Calculus, AP Statistics, or AP Calculus
 - Any of the 12th-grade science courses (recommended to be competitive with other high school graduates)
 - Any of the 12th-grade Social Studies options (recommended to be competitive with other high school graduates)
- If students are not enrolled in AP, College-To-Career, JROTC, Anatomy & Physiology, or on a varsity athletic team for one full season: encourage them to take a 4th year of a Physical Education course (including dance or weight lifting)

Selective Enrollment:

- Students are encouraged to take a 4th year of a Language course.
- Students must be sure to complete all Chicago Public Schools graduation requirements.

College-To-Career:

- Students must finish their World Language or Fine Arts requirement.
- Students will take a double period course to fulfill their College-To-Career senior year requirement.
- Medical students may need to take two Fine Arts courses as a senior.
- Students can sign up for additional advanced courses by opting out of a 4th year of Science, Social Studies or Math course.



Creating Postsecondary Leadership Teams (PLTs)

Contents

[**What is a Postsecondary Leadership Team \(PLT\)?**](#)

[**Creating a College Going Culture: A Resource Guide**](#)

[**Roles and Responsibilities of PLT Members**](#)

[**PLT Goals and Accomplishments Through the Years**](#)

[**Community Call: Reflecting on Your College Journey**](#)

[**Sample PLT Agendas**](#)

[**Social Capital Poster: Recruiting Faculty Support**](#)

Purpose

Postsecondary Leadership Teams (PLTs) work at the intersection of academic achievement and postsecondary access to create equitable outcomes for students. Unlike Counseling Departments, PLTs often include teachers and administrators in addition to Counselors and College & Career Coaches. High schools can use Tool Set B to develop PLTs that will promote school-wide college-going cultures.

How & When to Use

Counselors and other educators can refer to these tools as foundational documents to organize the work of a PLT, including how to run effective meetings and recruiting a broad range of staff. The *What is a Postsecondary Leadership Team?* handout provides schools with an overview of a PLT and why it is important to develop such a team. *Creating a College Going Culture: A Resource Guide* is a great read for new PLT members to better understand the need for creating a college-going culture. Tool Set B also contains many real-life examples from Network for College Success partner schools.



Creating Postsecondary Leadership Teams (PLTs)

What is a Postsecondary Leadership Team (PLT)?

A handout that describes a PLT and how to develop a school-wide college-going culture.

What is a Postsecondary Leadership Team (PLT)?

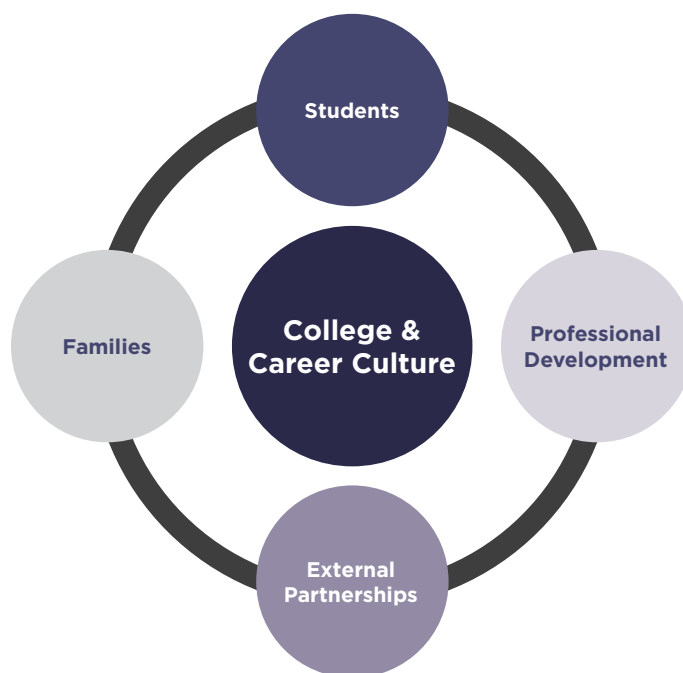
A team in a school that works at the intersection of academic achievement and postsecondary access to create equitable outcomes for students.

The team shapes a culture of success in which students aspire to a quality life beyond high school. Students participate fully in their academic and personal development to access a variety of opportunities that meet their needs.

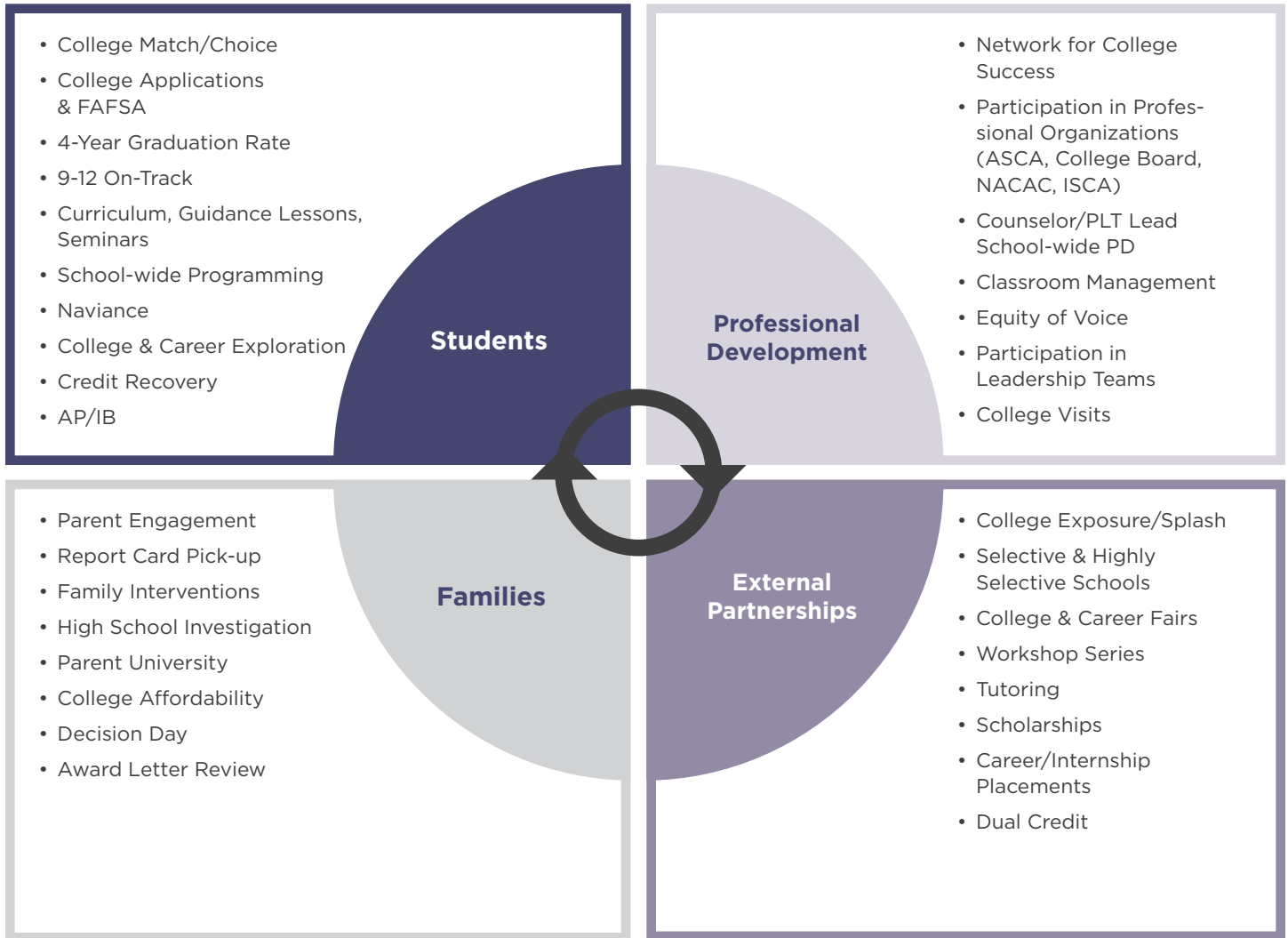
Guiding Beliefs

- All students must have viable college and career options once they graduate from high school. A transition plan is key to their postsecondary success.
- Relationships with high school faculty, staff, and administration are central to students' postsecondary success.
- College and career expectations must be held for all students.
- Creating a school-wide college and career culture is every stakeholder's job and responsibility if we are to achieve equity for our students.
- We must understand who is in our school building and use data to guide effective decisions.

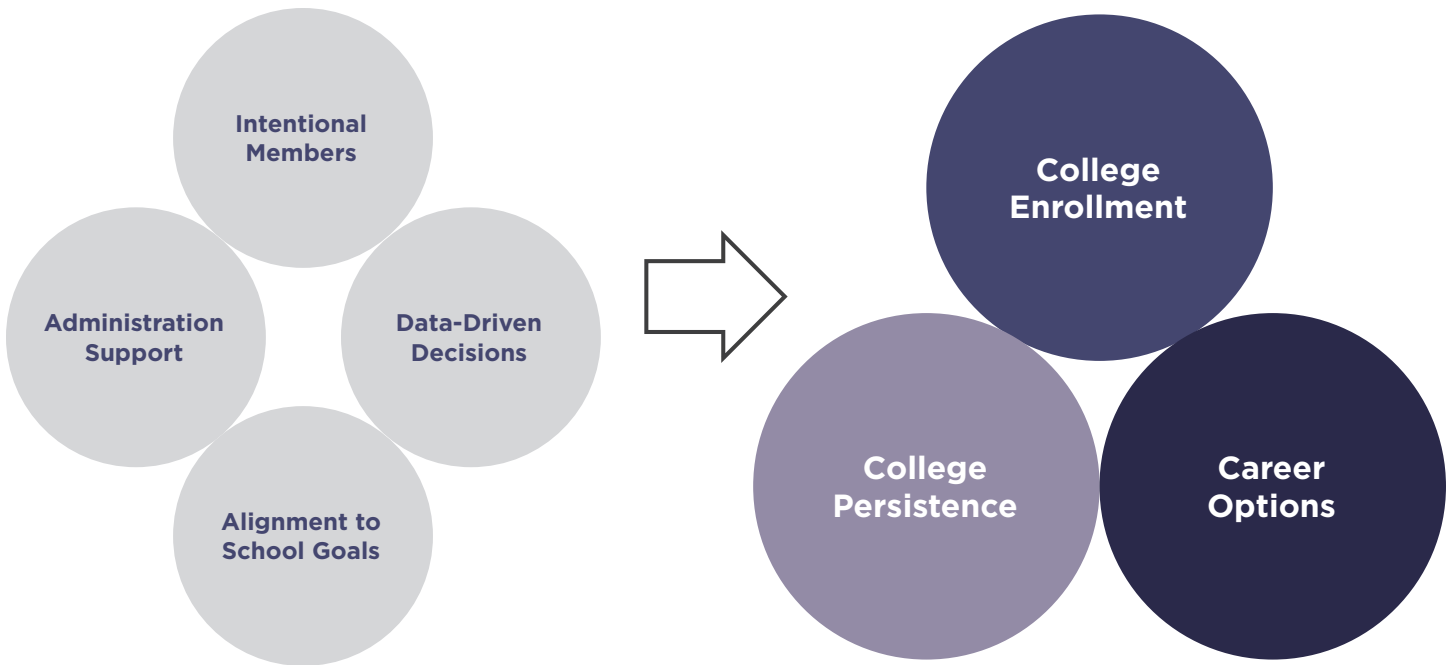
Four Key Dimensions for a Successful College & Career Culture



College & Career Culture



Effective Postsecondary Leadership Teams





Creating Postsecondary Leadership Teams (PLTs)

Creating a College Going Culture: A Resource Guide

A resource guide developed by Melissa Friedman MacDonald and Aimée Dorr on how educators can collaborate to create a school-wide culture focused on college success.

[Click here to read >>](#)



Creating Postsecondary Leadership Teams (PLTs)

Roles and Responsibilities of PLT Members

A document from Tilden High School that lists each person on a PLT and what his or her role is on the team.

Roles and Responsibilities of PLT Members

Sample from Tilden High School

Name	Role	Why am I on the PLT? What is my piece of the postsecondary pie?
Tilden School Leaders		
Butler	Senior Pod Leader	<ul style="list-style-type: none"> Lead the Class of 2016 in student achievement and postsecondary deliverables/outcomes
Chung	Counselor	<ul style="list-style-type: none"> Classroom guidance lessons Individual student planning Responsive services Systems support (professional development, operations) Data-driven support (college applications, test data)
Crockett	OneGoal Program Director and Alumni Support	<ul style="list-style-type: none"> Monitor and support college enrollment for Class of 2015
Davis	Senior Seminar Teacher	<ul style="list-style-type: none"> Lead Senior Seminar in postsecondary processes and associated deliverables/outcomes for Class of 2016
Holmes	Freshman Pod Leader and Dual Credit Teacher	<ul style="list-style-type: none"> Lead the Class of 2019 in Freshman On-Track work and postsecondary deliverables/outcomes Teach Dual Credit courses
Kennedy	Assistant Principal	<ul style="list-style-type: none"> Postsecondary Leadership Team Facilitator Administration Representative for postsecondary work/initiatives
Klein	Programmer and Data Strategist	<ul style="list-style-type: none"> Align scheduling to postsecondary initiatives Data support for Postsecondary Leadership Team
Marasas	Sophomore Pod Leader	<ul style="list-style-type: none"> Lead the Class of 2018 in student achievement and postsecondary deliverables/outcomes Provide technical assistance and collaborative support (as needed) to Class of 2016

Pod is a grade-level team

Name	Role	Why am I on the PLT? What is my piece of the postsecondary pie?
McLinden	Junior Pod Leader	<ul style="list-style-type: none"> Lead the Class of 2017 in student achievement and postsecondary deliverables/outcomes
Porter	Teacher	<ul style="list-style-type: none"> Dual Credit/Dual Enrollment Liaison Monitor and support college enrollment for Class of 2015 Provide technical assistance and collaborative support (as needed) to Class of 2016
Totzke	OneGoal Program Director and Teacher	<ul style="list-style-type: none"> Support postsecondary deliverables/outcomes for Class of 2017 in OneGoal
External Partners		
Parker	Ada S. McKinley Community Services	<ul style="list-style-type: none"> Direct service to students: technical assistance and support with college applications, FAFSA, scholarships, college enrollment, etc. Collaborate with teachers to implement grade-level postsecondary initiatives (i.e. college field trips) Occasional co-delivery of lessons in Junior or Senior Seminar courses
Fernandez	Illinois Student Assistance Commission	<ul style="list-style-type: none"> Direct service to students: technical assistance and support with college applications, FAFSA, scholarships, etc.
Pretekin	Network for College Success	<ul style="list-style-type: none"> Leadership coaching supports for Postsecondary Leadership Team Facilitator and Counselor Naviance technical assistance
Dickson/ Martin	OneGoal	<ul style="list-style-type: none"> Collaborative support with OneGoal cohorts Participation in postsecondary initiatives
Hunt	Umoja	<ul style="list-style-type: none"> Support, coaching, and technical assistance for Senior Seminar, including direct service with seniors and curriculum development/refinement with teacher(s) Senior Day of Action



Creating Postsecondary Leadership Teams (PLTs)

PLT Goals and Accomplishments Through the Years

A timeline from Washington High School that shows the PLT's progression over a three-year span while highlighting the team's focus areas and key supports.

PLT Goals and Accomplishments Through the Years

Sample from Washington High School

	School Year 2012-13	School Year 2013-14	School Year 2014-15
Focus Area(s)	<ul style="list-style-type: none"> Establishing a College and Career Culture 	<ul style="list-style-type: none"> Building the College and Career Culture Applying to College Developing a School-wide Approach (mindsets, buy-in, reframing, and extended opportunities) 	<ul style="list-style-type: none"> Postsecondary Data Management and Use Applying to College (Match) Paying for College (Scholarships) Family Engagement College Choice
Key Supports	<ul style="list-style-type: none"> Year One of PLT UChicago Consortium Research <i>Potholes on the Road to College</i> College Fridays February Professional Development College Advisory Forums (Juniors and Seniors) Free Application for Federal Student Aid (FAFSA) Day Introduction on Naviance Senior Seminar College Community Partner Decision Day 	<ul style="list-style-type: none"> Year Two of PLT Read UChicago Consortium <i>Potholes Case Studies</i> PLT Kick-Off & Mid-Year Professional Development College Advisory Forums (early Fall) Senior Parent Dinner Year Two with Naviance Formation of Senior Leadership Team UChicago Consortium College Enrollment Reports (pilot year) Postsecondary Passport (pilot year) Introduction of College Café Senior Seminar College Community Partner Year Two IB College Academy Introduction of Grade-Level Teams Introduction of Postsecondary Milestones 	<ul style="list-style-type: none"> Year Three of PLT Read book <i>Crossing the Finish Line</i> College Advisory (Fall, with more staff involvement) Senior College Nights (3) Year Three with Naviance (using Alumni Tracker) Postsecondary Monthly Reports Postsecondary Passport (version 2.0) Year Two of Senior Leadership Team Major Scholarships Strategy FAFSA Day IB College Academy College Café Senior Seminar College Community Partner Year Three Two College & Career Coaches Student-Counselor Conferences

	School Year 2012-13	School Year 2013-14	School Year 2014-15
Key Supports (cont.)		<ul style="list-style-type: none"> • Setting PLT Three-Year Goals • Leaving the Nest (trunk party) • College Visits • Washington Wire • Decision Day 	<ul style="list-style-type: none"> • Junior and Senior Coach Conferences • College Visits • Senior Parent Phonathon • Leaving the Nest (trunk party) • Decision Day • Summer Fest
Outcomes	<ul style="list-style-type: none"> • PLT commitment and learning is established • Emerging College and Career Culture • 2% increase in college enrollment rate (45%) • \$5.1 million in scholarships 	<ul style="list-style-type: none"> • Increased college applications • Use of common language when working with adults and students • Increased parent involvement • 14% increase in college enrollment rate (59%) • \$7.4 million in scholarships • Staff buy-in 	<ul style="list-style-type: none"> • Effective use of data • More structured college advising • Increased student ownership of application process • \$9.7 million in scholarships • Increased parent involvement • Staff buy-in



Creating Postsecondary Leadership Teams (PLTs)

Community Call: Reflecting on Your College Journey

A community call, or brief activity, from Tilden High School that can be used at a PLT meeting to help members reflect on their college journeys. This can inform the work of advising students as they begin the college access process.

Community Call: Reflecting on Your College Journey

Sample from Tilden High School

Prep

Cut up the rectangles below so that each person can select a question at the beginning of the meeting.

Instructions

1. Take a question
2. Reflect on your answer for about one to two minutes
3. Find a partner and share your response to the question
4. Switch question cards
5. Find new partner
6. Repeat two to three times, as time permits



Describe a pivotal person who influenced your decision on where to apply to and attend college.

If you could go back and do it again, what would you change about your undergraduate college experience?

What college did you attend and why?

Describe one of the best times you had in college.



What do you think you might have done if you never went to college?

Did you attend college close to home or did you move away? What did you see as the pros and cons of that decision?

What type of student were you in high school and how did that impact your college readiness?

How did you decide on your major in college? What or who influenced you?

If you could wave a magic wand and instill one value or characteristic in your students that would improve their postsecondary success, what would it be and why?

If you had three wishes for your students, what would they be?



Who or what supports did you most rely on in order to persevere and succeed in college?

Would you recommend that a student attend your undergraduate alma mater? Why or why not?

What were your fears about attending college? How did you overcome them?

Once you began your college experience, did you feel prepared? If yes, how so? If no, what was missing?



Creating Postsecondary Leadership Teams (PLTs)

Sample PLT Agendas

Three examples of PLT agendas from Kenwood Academy, Tilden High School, and Washington High School that incorporate learning, collaboration, and looking at student data.

Sample PLT Agendas

Example 1: Kenwood Academy High School

Postsecondary Goals:

- Four-Year Graduation Rate: 90%
- College Enrollment Rate: 90%
- Early College Credentials: 75%
- College Persistence Rate: 85%

Meeting Objectives:

- Examine Selectivity of Senior Class College Applications
- Analyze Senior On-Track Performance
- FAFSA Updates
- Parent Night Planning
- Formulate Two-Week Action Plan

Meeting Guiding Questions:

- How do we continue to monitor and support the performance of the senior class?
- How are we differentiating the postsecondary supports for the senior class?
- How do we continue to target students with regard to college selectivity and GPA?

Agenda

Session: Postsecondary Leadership Team Meeting

Date: December 12, 2016

Time: 9:10 am - 10:10 am

Site: Media Center Teacher Conference Room

9:10 a.m. - 9:15 a.m.

Distribution of Materials and Actionable Agenda Overview

Creating Postsecondary Leadership Teams (PLTs)

9:15 a.m. – 9:30 a.m.

Analysis of Senior Class Application Selectivity

- Percentage of students applying to highly selective colleges
- Deadlines and plans to increase applications to highly selective colleges
- Percentage of students applying to six or more colleges
- Plans to ensure 100% of seniors apply to six or more colleges

9:30 a.m. – 9:40 a.m.

Senior On-Track Performance

- Students with two or more F's
- Students with three or less college applications
- Students with ≤ 2.4 GPA, no college applications, and no Free Application for Federal Student Aid (FAFSA)

9:40 a.m. – 9:50 a.m.

FAFSA Updates

9:50 a.m. – 10:00 a.m.

Parent Night Planning

10:00 a.m. - 10:10 a.m.

Formulate Two-Week Action Plan

Sample PLT Agendas

Example 2: Tilden High School

Team Agreements

- Be fully present and engaged
- Speak your truth as you know it now
- Lean into discomfort
- Expect and accept non-closure
- Confidentiality

Attendance

- Abesamis Butler Catellier Chung Davis Jenkins Kennedy
 Marasas McCain Parker Pedraza Saucedo Totzke Wilson

Agenda

Wednesday, November 2, 2016

2:00-3:30 p.m.

I. Opening Moves (10 min)

Welcome, Agenda, and Community Builder

II. Semester I Roadmap (20 min)

Continuing our journey in learning about the developmental approach to college access and success

III. Review College Enrollment (2015) & College Persistence (2014) (5 min)

IV. Debrief College Fair (15 min)

V. Breakout Groups (30 min)

VI. Closing Moves (5 min)

Breakout Working Sessions

Use the Google Doc to capture notes

Class of 2017	Grade-Level Pods (Teams) 9, 10, 11
Abesamis, Butler, Chung, Davis, Parker, Pedraza, Totzke	Jenkins, Kennedy, Marasas, Saucedo, Wilson
<p>Items</p> <ul style="list-style-type: none"> • Looking at Data: college applications • Free Application for Federal Student Aid (FAFSA) • Field trips • Identifying and prepping students for dual credit • Other items 	<p>Items</p> <ul style="list-style-type: none"> • School Year 2017 grade-level goals • Debrief last mentor/mentee check-in and grade-level team meeting • Plan for upcoming postsecondary/grade-level team meetings

Sample PLT Agendas

Example 3: Washington High School

Community Agreements

- Engage in the Moment
- Share Your Wisdom/Speak Your Truth
- Pay Attention to Patterns of Participation
- Suspend Judgment
- Move toward Solutions of Equity
- Remain Student Centered

Location

Room 117

Team Members

Sepulveda, Fuentes, Bond, Charsha, Del Real, Perez, Quezada, Walton, Alvarez, Taylor, Jourdan, Castaneda, Monge-Pacheco, Gallick, Burnett, Malcolm

Meeting Objectives

1. Continue to build relationships, leadership capacity, and group accountability for school improvement
2. Review postsecondary and National Clearinghouse data to assess and modify our current practices
3. Review postsecondary supports

Professional Reading and Discussion**7:15-7:40 (25 minutes)**

Facilitator leads group through a text-discussion protocol on Ch. 5: Evidence on Academic Mindsets from the UChicago Consortium *Teaching Adolescents to Become Learners* literature review.

PROTOCOL: Final Word

Phase 1	<ul style="list-style-type: none"> • Facilitator introduces the protocol <ul style="list-style-type: none"> ◦ Modified from SRI's Final Word protocol • Silent review of the text noting the following: <ul style="list-style-type: none"> ◦ What do you <u>agree</u> with in the text? ◦ What do you want to <u>argue</u> with in the text? ◦ What parts of the text do you <u>aspire</u> to (or <u>act</u> upon)? 	5 minutes
Phase 2	In small groups, spend time talking about each of the 3 A's you identified.	12 minutes
Phase 3	Whole group share out	8 minutes

Data Brief**7:40-8:30 (50 minutes)**

Liz Monge-Pacheco, Network for College Success Postsecondary Coach, will lead us through a protocol reviewing our current postsecondary supports and looking into future supports.

PROTOCOL: What? So What? Now What?

Phase 1	<ul style="list-style-type: none"> • Liz introduces the protocol (see below Page 8 of 8) <ul style="list-style-type: none"> ◦ Modified from SRI's What? So What? Now What? protocol 	2 minutes
Phase 2	Assigned team members present a challenge based on National Clearinghouse Data	5 minutes
Phase 3	Each team member reviews the data individually	5 minutes
Phase 4	<p>In groups of two to three, discuss the following questions:</p> <ul style="list-style-type: none"> • What did you hear that was important? Why is it important to us? • Now what? What can we do? 	10 minutes

Phase 5	Whole group share out	15 minutes
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Presenter reflection

No.	Action Item	Deadline	Owner
1			
2			
3			
4			

Postsecondary Supports Review

8:30-8:40 (10 minutes)

1. Focus on grades
 - Freshman/ Sophomore Cafés
 - SAT Boot camp
 - Senior Counselor meetings
2. Application Process
 - PLT support list for students
 - Passport check (for more information on school passports, see Component 4 of this Toolkit)
 - One Million Degrees (in connection to Senior Seminar teachers)
3. College Exposure
 - National Hispanic College Fair
 - University of Illinois
 - Chicago Engineering Day
 - Northwestern University
4. Parents
 - Upcoming college parent night

Closing

8:40-8:45 (5 minutes)

- Identify team members to facilitate conversation on Chapters 6 & 7 of the UChicago Consortium *Teaching Adolescents to Become Learners* literature review
- Next meeting will be on February 22nd
- Items to be discussed: College Parent Night, Junior supports

Modified What? So What? Now What? Protocol		
<p>Focus Question:</p> <p>We are in this work together as a Postsecondary Leadership Team. As a team, what can we do to rethink our supports to improve college enrollment and persistence (this includes thinking about our juniors)?</p>		
<p>Your Charge:</p> <ul style="list-style-type: none"> • Take notes on what you hear described as the “What...So What?” • The team owns this work collectively. As you break into small groups, is there anything missing from the “What...So What?” described? Add it to your notes. • Spend time discussing the “Now What?” • Someone should take notes and prepare for the group discussion. 		
What?	So What?	Now What?
What did we do? What are we working on?	Why is this important to us?	What can we do?

“Preparing all youth for meaningful, productive futures requires coordinated efforts and intentional practices by adults across all the settings youth inhabit on a daily basis.”

—Foundations for Young Adolescent Success



Creating Postsecondary Leadership Teams (PLTs)

Social Capital Poster: Recruiting Faculty Support

A poster from Kelly High School to recruit staff to support school-wide postsecondary efforts by socializing current metrics and stressing the importance of college match.

Social Capital Poster: Recruiting Faculty Support

Sample from Kelly High School

POSTSECONDARY

94.7% of seniors have applied to at least 1 college

63% of seniors have applied to at least 1 college match school

81% of eligible seniors have completed FAFSA


\$8.8 million is scholarship awards

Why College Match Matters?

Students who apply to college match schools have better chances of being accepted. Students also have higher graduation rates from attending a college match school.

You Matter!

According to the Social IMPACT Research Center, approximately 8% of the residing Brighton Park residents (age 25+) have completed a Bachelor's Degree versus 32% with a High School Diploma and 40% with less than a High School Diploma. **We are most likely the only adults** in our students' lives who have gone through the college application process.





Monitoring Team Progress

Contents

PLT Assessment, Rubric, and Protocol

Stages of Team Development

Modified Ping Pong Protocol

Modified Charrette Protocol

Data Driven Dialogue Protocol and Sample Data

Purpose

All teams should create a plan to monitor effectiveness and progress. Sometimes, it can be challenging to assess how well a team is meeting its goals and effectively improving student outcomes. This is especially true if districts and high schools do not have a streamlined and reliable source with which to pull college enrollment and graduation rates. Tool Set C provides Counseling Departments and PLTs with resources to measure team progress as well as suggested protocols and assessments to monitor existing college access initiatives.

How & When to Use

Teams should organize around a shared purpose and teams members should support each other towards that purpose. Tool Set C provide teams with the tools to assess progress and protocols to use when monitoring progress, trying to build consensus, and/or trying to determine which direction to move in next.



Monitoring Team Progress

PLT Assessment, Rubric, and Protocol

A PLT assessment and rubric developed by the Network for College Success to monitor team progress in four areas. Using the corresponding protocol, team members should complete the assessment individually and then average the scores as the basis for a team discussion. Counseling Departments may also administer the assessment to gauge progress.



Postsecondary Leadership Team (PLT) Assessment

STUDENTS

PLT Guiding Beliefs

- All students must have viable college and career options once they graduate from high school. A transition plan is key to their postsecondary success.
- Relationships with high school faculty, staff, and administrators are vital to students' postsecondary success.
- College and career expectations must be held for all students.
- Creating a school-wide college and career culture is every stakeholder's job and responsibility if we are striving to achieve equity for our students.
- We must understand who is in our building and use data to guide effective decision-making.

Creating a College and Career Culture			Level of Proficiency (circle only one Level per Indicator)		
Component	Critical Attributes	Indicator	Beginning (1)	Practicing (2)	High Performing (3)
Students demonstrate an understanding of our school's expectations to have a college or career plan and utilize the supports in place toward their goal(s).	<ul style="list-style-type: none"> • College Match/Choice • College Applications and Free Application for Federal Student Aid (FAFSA) • 4-Year Graduation Rate • 9-12 On-Track Rates • Curriculum, Guidance Lessons, Seminars • School-wide Programming • Naviance • College and Career Exploration • Credit Recovery 	Match	Students are exposed to the concept of "match" and its relationship to their academic qualifications.	Students apply to postsecondary options based on their "match" level or choices available to them (based on qualifications).	Students enroll in postsecondary options based on their qualifications.
		Application Process	Students are exposed to the process of applying to college.	Students understand policies and practices regarding the college application process at our school and utilize them to meet their needs.	Students clearly follow the college application process by submitting applications, corresponding with colleges, and communicating additional needs to school staff.
		Financial Aid	Students are exposed to the key concepts of financial aid and scholarships.	Students understand the financial aid process: FAFSA completion, award letters, loans, and scholarship applications.	Students can independently navigate their FAFSA applications, analyze award letters, and decide on appropriate loans. Students actively seek out scholarship opportunities to make an informed decision on college choice.



Postsecondary Leadership Team (PLT) Assessment

PROFESSIONAL DEVELOPMENT

PLT Guiding Beliefs

- All students must have viable college and career options once they graduate from high school. A transition plan is key to their postsecondary success.
- Relationships with high school faculty, staff, and administrators are vital to students' postsecondary success.
- College and career expectations must be held for all students.
- Creating a school-wide college and career culture is every stakeholder's job and responsibility if we are striving to achieve equity for our students.
- We must understand who is in our building and use data to guide effective decision-making.

Creating a College and Career Culture

Level of Proficiency (circle only one Level per Indicator)

Component	Critical Attributes	Indicator	Beginning (1)	Practicing (2)	High Performing (3)
Our school demonstrates a common language and shared practices that build an effective College and Career Culture and supports the needs and goals of our students.	<ul style="list-style-type: none"> • Network for College Success—Counselor and Coach Collaborative • Participation in Professional Organizations • Postsecondary School-wide Professional Development • Support for Diverse Learners • Classroom Management • Equity of Voice • Participation in Leadership Teams • College Visits 	School Culture	We engage in a conversation that supports the development of a school-wide college and career culture.	We have school-wide professional development to address our vision of a college and career culture.	We use common language school-wide in all classrooms that reflect our vision of a college and career culture.
		Programming	We identify programs to support our school-wide postsecondary efforts.	We effectively engage faculty and staff in the implementation of our postsecondary programs.	We effectively engage faculty and staff in the implementation, evaluation, and adjustment of our postsecondary programs to inform our practice for the future.
		Financial Aid	We introduce our faculty and staff to the financial aid process, including the steps to complete the FAFSA and a variety of scholarships.	Faculty and staff are engaged in supporting our students and families to understand the FAFSA and complete scholarships.	Faculty and staff facilitate college choice discussions to help students and families understand college affordability.



Postsecondary Leadership Team (PLT) Assessment

EXTERNAL PARTNERSHIPS

PLT Guiding Beliefs

- All students must have viable college and career options once they graduate from high school. A transition plan is key to their postsecondary success.
- Relationships with high school faculty, staff, and administrators are vital to students' postsecondary success.
- College and career expectations must be held for all students.
- Creating a school-wide college and career culture is every stakeholder's job and responsibility if we are striving to achieve equity for our students.
- We must understand who is in our building and use data to guide effective decision-making.

Creating a College and Career Culture

Level of Proficiency (circle only one Level per Indicator)

Component	Critical Attributes	Indicator	Beginning (1)	Practicing (2)	High Performing (3)
Our school creates external partnerships that complement our vision of a College and Career Culture that help support the needs and goals of our students.	<ul style="list-style-type: none"> • College Exposure/Splash • Exposure to Selective and Highly Selective Colleges • College and Career Fairs • College Exposure and College Choice Workshops • Tutoring • Scholarships • Career/Internship Placements • Dual Credit 	Collaboration and Engagement	Our school has identified relationships with external partners and resources that support our college and career efforts.	Our school has established functioning relationships with external partners and offers resources that support our college and career efforts.	Our external partners and resources play an integral role in our planning, evaluation, and implementation of college and career efforts.
		Building Relationships	We have a process to introduce external partners or resources to our school and our vision.	Our work with external partners and resources reflects alignment with school goals and vision.	We work with our external partners or resources to reflect on our vision and goals, and include their input as we make adjustments.
		Student Impact	We have a process to make students aware of our various partnerships and resources in our school.	Students have a clear understanding of the resources provided by our external partners and utilize them appropriately.	Our external partners' collaboration and engagement with our school-based teams has measurable impact on our student outcomes.



Postsecondary Leadership Team (PLT) Assessment

FAMILIES

PLT Guiding Beliefs

- All students must have viable college and career options once they graduate from high school. A transition plan is key to their postsecondary success.
- Relationships with high school faculty, staff, and administrators are vital to students' postsecondary success.
- College and career expectations must be held for all students.
- Creating a school-wide college and career culture is every stakeholder's job and responsibility if we are striving to achieve equity for our students.
- We must understand who is in our building and use data to guide effective decision-making.

Creating a College and Career Culture

Level of Proficiency (circle only one Level per Indicator)

Component	Critical Attributes	Indicator	Beginning (1)	Practicing (2)	High Performing (3)
Our school effectively engages families in the dialogue and practice of creating a College and Career Culture based on students needs.	<ul style="list-style-type: none"> • Parent Engagement • Report Card Pick-up • Family Interventions • High School Exploration for Incoming Freshmen • Parent University • College Affordability • Decision Day • Award Letter Review 	Expectations	We have created family-oriented tools and programs to introduce families to our expectations of a college and career culture.	Families engage actively in the college and career activities at our school.	Families design and participate in rituals and ceremonies that celebrate our students' postsecondary accomplishments.
		Process	We provide families with guidance and programming on the college and career application process and the available options for their students.	Families understand the college and career application process, and how student GPA and test scores impact their options.	Families can navigate the college application process, correspond with colleges, and communicate additional application needs to school staff.
		Financial Aid	We provide families with an introduction to, guidance on, and support around the financial aid process (or FAFSA).	Families understand the financial aid process: FAFSA completion/correction, financial aid verification, and analyzing award letters.	Families can navigate the financial aid process and utilize the information to make an informed college and career choice with their children.

PLT Level of Proficiency for Component

(Add each column to get TOTAL POINTS)

- Total Pts Range of [1-4]—BEGINNING
- Total Pts Range of [5-7]—PRACTICING
- Total Pts Range of [8-9]—HIGH PERFORMING

TOTAL PTS

(Sum of Points for Beginning, Practicing, and High Performing Levels)

	Beginning (1)	Practicing (2)	High Performing (3)
STUDENTS	1 PT x _____ = _____ (# circled) (TOTAL pts)	2 PTS x _____ = _____ (# circled) (TOTAL pts)	3 PTS x _____ = _____ (# circled) (TOTAL pts)
PROFESSIONAL DEVELOPMENT	1 PT x _____ = _____ (# circled) (TOTAL pts)	2 PTS x _____ = _____ (# circled) (TOTAL pts)	3 PTS x _____ = _____ (# circled) (TOTAL pts)
EXTERNAL PARTNERSHIPS	1 PT x _____ = _____ (# circled) (TOTAL pts)	2 PTS x _____ = _____ (# circled) (TOTAL pts)	3 PTS x _____ = _____ (# circled) (TOTAL pts)
FAMILIES	1 PT x _____ = _____ (# circled) (TOTAL pts)	2 PTS x _____ = _____ (# circled) (TOTAL pts)	3 PTS x _____ = _____ (# circled) (TOTAL pts)



Postsecondary Leadership Team (PLT) Assessment: Analyzing Results Protocol

- Take ten minutes to review your team’s results. Refer to the Rubric as necessary.
- Plot the overall rating per section in the table below.
- Thinking about the results and the work of your team, answer the guiding questions.
- Once completed, the team will come together to debrief and share out.

Component	What is your overall rating in this area?	Is there anything surprising in your results?	What does your evidence show?	What could be a goal to take this work to the next level?
Students <ul style="list-style-type: none"> • College Match • Application Process • Financial Aid 				
Professional Development <ul style="list-style-type: none"> • School Culture • Programming • Financial Aid 				
External Partnerships <ul style="list-style-type: none"> • Collaboration and Engagement • Building Relationships • Student Impact 				
Families <ul style="list-style-type: none"> • Expectations • Process • Financial Aid 				

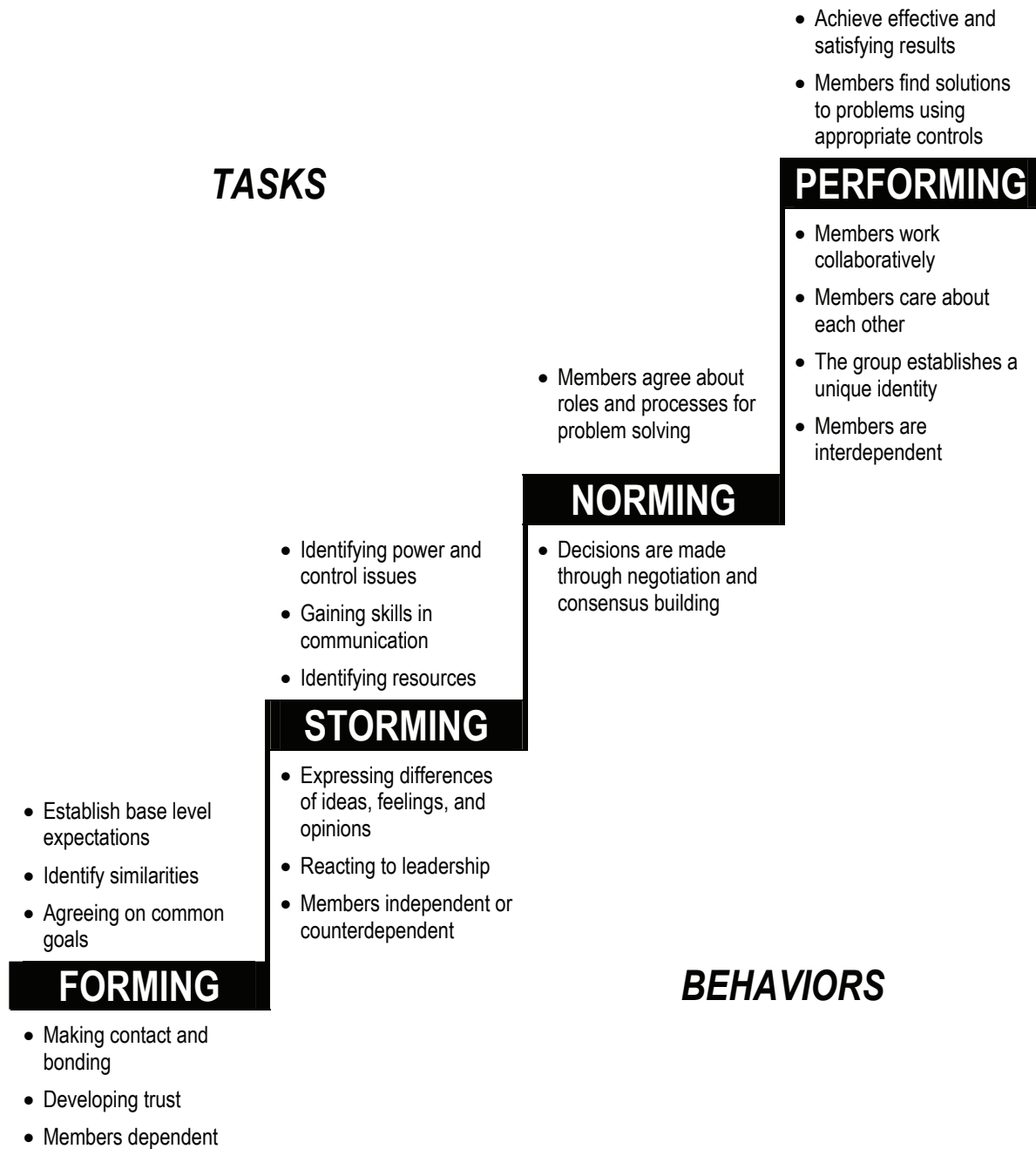


Monitoring Team Progress

Stages of Team Development

Bruce Tuckman's 1965 team development model that shows the typical phases of a group when developing, facing challenges, finding solutions, planning work, and delivering results.

Tuckman's Team Development Model



- Each step builds on the previous one.
- Each step prepares for the performing stage.
- Skipping any step effect performing negatively.
- With every new challenge, the process repeats

Stages of Team Development

Stage 1: “Forming”	Stage 2: “Storming”	Stage 3: “Norming”	Stage 4: “Performing”
<ul style="list-style-type: none"> • Individuals are not clear on what they’re supposed to do. • The mission isn’t owned by the group. • Wondering where we’re going. • No trust yet. • High learning. • No group history; unfamiliar with group members. • Norms of the team are not established. • People check one another out. • People are not committed to the team. 	<ul style="list-style-type: none"> • Roles and responsibilities are articulated. • Agendas are displayed. • Problems solving doesn’t work well. • People want to modify the team’s mission. • Trying new ideas. • Splinter groups form. • People set boundaries. • Anxiety abounds. • People push for position and power. • Competition is high. • Cliques drive the team. • Little team spirit. • Lots of personal attacks. • Level of participation by members is at its highest (for some) and its lowest (for some). 	<ul style="list-style-type: none"> • Success occurs. • Team has all the resources for doing the job. • Appreciation and trust build. • Purpose is well defined. • Feedback is high, well-received, and objective. • Team confidence is high. • Leader reinforces team behavior. • Members self-reinforce team norms. • Hidden agendas become open. • Team is creative. • More individual motivation. • Team gains commitment from all members on direction and goals. 	<ul style="list-style-type: none"> • Team members feel very motivated. • Individuals defer to team needs. • No surprises. • Little waste. Very efficient team operations. • Team members have objective outlook. • Individuals take pleasure in the success of the team – big wins. • “We” versus “I” orientation. • High pride in the team. • High openness and support. • High empathy. • High trust in everyone. • Superior team performance. • OK to risk confrontation.

Action Steps: “Forming” to “Storming”	Action Steps: “Storming” to “Norming”	Action Steps: “Norming” to “Performing”
<ul style="list-style-type: none"> • Set a mission. • Set goals. • Establish roles. • Recognize need to move out of “forming” stage. • Leader must be directive. • Figure ways to build trust. • Define a reward structure. • Take risks. • Bring group together periodically to work on common tasks. • Assert power. • Decide once and for all to be on the team. 	<ul style="list-style-type: none"> • Team leader should actively support and reinforce team behavior, facilitate the group for wins, create positive environment. • Leader must ask for and expect results. • Recognize, publicize team wins. • Agree on individuals’ roles and responsibilities. • Buy into objectives and activities. • Listen to each other. • Set and take team time together. • Everyone works actively to set a supportive environment. • Have the vision: “We can succeed!” • Request and accept feedback. • Build trust by honoring commitments. 	<ul style="list-style-type: none"> • Maintain traditions. • Praise and flatter each other. • Self-evaluate without a fuss. • Share leadership role in team based on who does what the best. • Share rewards and successes. • Communicate all the time. • Share responsibility. • Delegate freely within the team. • Commit time to the team. • Keep raising the bar – new, higher goals. • Be selective of new team members; train to maintain the team spirit.



Monitoring Team Progress

Modified Ping Pong Protocol

A protocol that fosters a team discussion on an issue that all members are collectively facing.

Modified Ping Pong Protocol

(with elements of the Consultancy Protocol)

Purpose

The purpose of the Ping Pong protocol is to assist a group in having a discussion about an issue that all of its members are collectively facing. The protocol may also be used by a group to explore a topic of interest. It is important that all members of the group enter into this protocol in the spirit of self-reflection and improvement. Everyone should be prepared to change his/her practice if the protocol reveals an opportunity for improvement on his/her part. The next steps, determined at the end of the protocol, might include actions for all or just some of the members. Everyone should engage in the protocol with a willingness to take personal steps to address the issue at hand. We are collectively taking responsibility to participate in this process.

Guidelines

- Ensure confidentiality
- Watch air time and patterns of participation

Step One: Pose the problem (25 minutes)

A member or small group presents the issue to be addressed. The member or small group will then pose a question to explore together with the audience. (10-15 minutes)

The audience has an opportunity to ask one round of clarifying questions. The audience then has an opportunity to ask probing questions. (10 minutes)

Guide on Types of Questions

Clarifying Questions

These are simple questions based on facts. They clarify the information given and the answers provide more context so that better probing questions can be asked. Clarifying questions do not solicit new information but expand the understanding of the information that is on the table.

Examples of Clarifying Questions:

- How many students were assessed?

Based on the School Reform Initiative Ping Pong and Consultancy Protocols.

- Were all students given the same assessment, assignment, etc.?
- How often is this data gathered?
- How current is this information?
- What criteria were used?

Probing Questions

These questions are intended to help the group think more deeply about the data, information, or student work being shared. Probing questions get the group thinking in a way that moves beyond the data or work and into the application or impact on students. Probing questions must be: relevant to the receiver, keep students at the center, and avoid directive or judgmental language.

Examples of Probing Questions:

- What's another way you could...?
- What sort of impact would there be if you...?
- What would have to change in order for...?
- Would it be possible to...?
- Is there a way to...?
- How would it work if you...?
- Do you think there needs to be...?

Step Two: Silent reflection (5 minutes)

- Everyone writes about the issue from their own point of view.

Step Three: Share reflections and chart main points (20 minutes)

- If there is a large number of participants, work in groups of eight.
- Assign a scribe to take notes.

Table Facilitator:

- Everyone in the group shares some highlights of his/her reflective writing. Make sure everyone has a turn. (15 minutes)
- Scribe notes key ideas or questions in bullets that emerge for the presenters on chart paper. (5 minutes)

Based on the School Reform Initiative Ping Pong and Consultancy Protocols.

Step Four: Share out (15 minutes)

- Each group has the opportunity to share out the main points that emerged from their conversations. (2 minutes each)
- The member or group that presented can take notes on what they hear. Do new questions arise? Is there something that furthers your thinking on the issue? Is there something you had not thought about before?

Step Five: Questions from the presenter(s) (5 minutes)

- The presenting member or group asks clarifying and/or probing questions of the audience.

Step Six: Synthesize what we've heard (5 minutes)

- The presenting member or group makes sense of what's been said in front of the audience. This reflection can be used to inform the next steps.

Step Seven: Conversation on next steps (7 minutes)

- Everyone works together as a group to identify and share some ideas or next steps toward addressing the issue. Be sure to chart these ideas and next steps.

Based on the School Reform Initiative Ping Pong and Consultancy Protocols.



Monitoring Team Progress

Modified Charrette Protocol

A protocol that a team can use to improve on a piece of work. Presenters bring their ideas or the actual work in progress to the Charrette (community) and then ask the team to “work on the work” with them.

Modified Charrette Protocol

Purpose

Charrette is a term and process borrowed from the architectural community. Its purpose is to improve a piece of work. Individuals or teams call for a Charrette when they are stuck — when the members of the team have reached a point in the process where they could use other perspectives that will help them move forward. They bring their current ideas, or the actual work in progress, to the Charrette and then ask the group to “work on the work” with them.

Guidelines

- “None of us is as smart as all of us” – In this protocol, a team is asking us to help them on the work. We are taking up the responsibility to help our colleagues.
- “With learning there is no finish line...”
- Assume positive intent
- Accept and expect non-closure
- Be aware of air time and patterns of participation
- Stay solutions-oriented

Step One: The team presents the “work in progress.” (7-10 minutes)

The presenting team outlines the context of the work to describe its processes, successes/challenges, tools, and/or methods of implementation. It can be helpful to describe how the structure of the team supports the work in progress. At the end of the presentation, the team will ask the audience a focus question. It can be as general as “How can we make this better?” or “What is our next step?”

The audience now has an opportunity to ask one round of clarifying questions. Avoid suggestions and probing questions. (2-3 minutes)

The presenting team restates their focus question as the audience moves to take over the work.

Step Two: The audience takes on the “work in progress.” (10 minutes)

We are in this to help our colleagues. The audience discusses the question they were asked while presenters take notes.

Usually, the presenters do not join the conversation. They can do so if it will help clarify certain

Based on the School Reform Initiative Charette Protocol.

parts of the work.

Remind the audience to stay centered on the presenting team's work and refrain from discussing their own work or context. Probing questions are also key to this step of the process.

Possible Probing Questions:

- What issues/challenges does this team need to know about?
- What ideas/solutions should this team consider?
- What adjustments can be made by the team to make the work even better?

Step Three: The presenting team returns to share what they heard. (10 minutes)

The presenting team can share:

- Ideas that furthered their thinking
- Perspectives or things they had not thought about
- Observations they had not taken into consideration about their work

Step Four: Debrief (2-3 minutes)

Guide on Types of Questions

Clarifying Questions (to the team after the presentation)

These are simple questions based on facts. They clarify the information given and the answers provide more context so that better probing questions can be asked. Clarifying questions do not solicit new information but expand the understanding of the information that is on the table.

Examples of Clarifying Questions:

- How many students were served?
- Were all students given the same intervention?
- How often is data gathered?
- How current is this information?
- What criteria were used?

Based on the School Reform Initiative Charette Protocol.

Probing Questions (in the group discussion)

These questions are intended to help the group think more deeply about the data, information, or student work being shared. Probing questions get the group thinking in a way that moves beyond the data or work and into the application or impact on students. Probing questions must be: relevant to the receiver, keep students at the center, and avoid directive or judgmental language.

Examples of Probing Questions:

- What's another way you could...?
- What sort of impact would there be if you...?
- What would have to change in order for...?
- Would it be possible to...?
- Is there a way to...?
- How would it work if you...?
- Do you think there needs to be...?

Based on the School Reform Initiative Charette Protocol.



Monitoring Team Progress

Data Driven Dialogue Protocol and Sample Data

This protocol builds awareness and understanding of the participant viewpoints, beliefs, and assumptions about student data while suspending judgment. Also included is a sample data set with which Network for College Success partner schools used this protocol.



Data Driven Dialogue

Developed by the Teacher Development Group, 2002.

Based on work presented by Nancy Love, author of "Using Data/Getting Results," 2002.

"Dialogue comes from the Greek word dialogos. Logos means 'the word,' or in our case we would think of the 'meaning of the word.' And dia means 'through' – it doesn't mean two. A dialogue can be among any number of people, not just two. Even one person can have a sense of dialogue within himself, if the spirit of dialogue is present. The picture or image that this derivation suggests is of a stream of meaning flowing among and through us and between us. This will make possible a flow of meaning in the whole group, out of which will emerge some new understanding. It's something new, which may not have been in the starting point at all. It's something creative. And this *shared meaning* is the 'glue' or 'cement' that holds people and societies together," (Bohm, D., 1990).

This protocol builds awareness and understanding of the participant's viewpoints, beliefs, and assumptions about data while suspending judgments. All participants have equal voice. The 3 phases of data-driven dialogue assist groups in making shared meaning of data. We encourage you to use this tool with your entire school staff and/or with your school leadership team at a special meeting on data. The dialogue tool helps to replace hunches and feelings with data-based facts, examine patterns and trends of performance indicators, and generate "root-cause" discussions that move from identifying symptoms to possible causes of student performance. In order to effectively use this tool, participants will need to have grade level, school, or district data reports.

- **Phase I Predictions**

Surfacing perspectives, beliefs, assumptions, predictions, possibilities, questions, and expectations.

- **Phase II Go Visual**

Re-create the data visually.

- **Phase III Observations**

Analyzing the data for patterns, trends, surprises, and new questions that "jump" out.

- **Phase IV Inferences**

Generating hypotheses, inferring, explaining, and drawing conclusions. Defining new actions and interactions and the data needed to guide their implementation. Building ownership for decisions.

For protocol and facilitation, see *Data Driven Dialogue Protocol Facilitation Plan*.



Data Driven Dialogue Phase II Go Visual

During Phase II Go Visual you re-create the data visually, on large sheets of paper, on a data wall, etc. Participants mark up the data so they better understand it (i.e., highlight trend lines in different colors, do math calculations and chart those, color code parts of the data that relate to each other). Participants might create visuals individually or in pairs or triads. Depending upon the amount of data, it might be helpful to divide it into subsets and identify who in the group will work with different subsets.



Data Driven Dialogue Phase III Observations

During Phase III Observations dialogue, you engage with the actual data and note only the facts that you can observe in the data. Conjectures, explanations, conclusions, and inferences are off-limits. You make statements about quantities (e.g., Over half the students...), the presence of certain specific information and/or numerical relationships between ideas (e.g., Over 90% of the students achieved below standard in Problem Solving; Compared to last year's data, the percentage of students performing at the advanced and on-standard levels in Skills increased by 8%...).

Private Think Time

Before beginning Phase III Observations dialogue, please study the data privately and record several of your observations.

Remember:

Just the facts! If you catch yourself using the following words, then stop.



- I observe that...
- Some patterns/trends that I notice...
- I can count...
- I'm surprised that I see...



Data Driven Dialogue Protocol Facilitation Plan

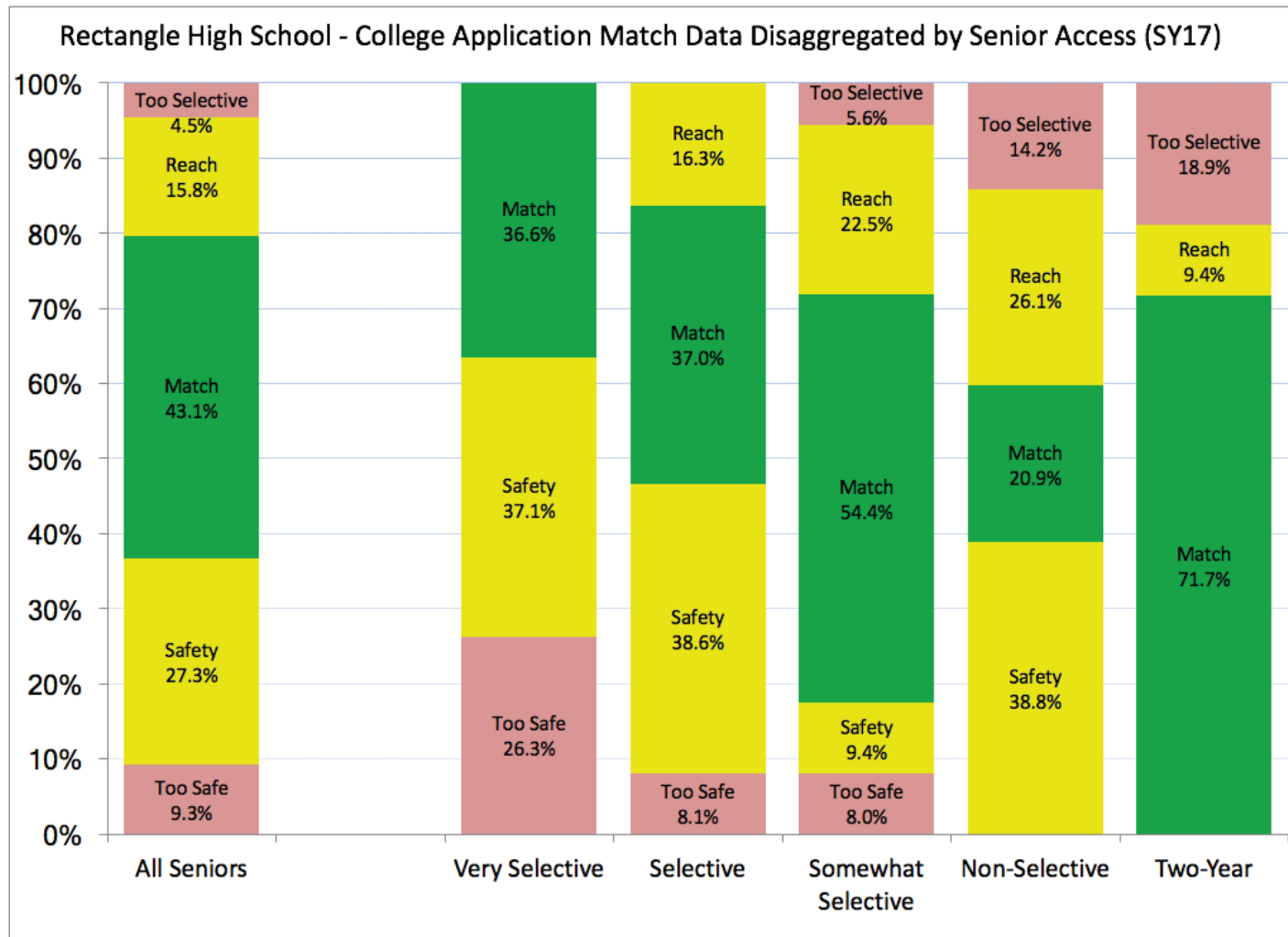
Developed by David Leo-Nyquist, revised 2013.

Time (60-90 minutes)

- 1. Review Protocol** (3 minutes)
- 2. Presentation** (5 minutes)
"Owner" of the data provides overview of the context and focus
- 3. Clarifying Questions** (4 minutes)
- 4. Phase 1: Predictions**
 - a. Group fills out predictions sheet (3 minutes)
 - b. Round-robin report-out of predictions (one item each person, one round only — 3 minutes)
May be charted by the facilitator or other member of the group
- 5. Distribution and Examination of Data** (7 minutes)
- 6. Additional Clarifying Questions**, if necessary (3 minutes)
- 7. Phase II: Go Visual** (10-30 minutes)
Participants mark up and re-organize the data to better understand it.
May be done individually, in pairs, or in small groups depending on group size and amount of data.
Highlighters, chart paper, and calculators are helpful to have on hand.
- 8. Phase III: Observations**
 - a. Group fills out observations sheet (5 minutes)
 - b. Round-robin report-out of observations may (one item each person, continue rounds until new ideas are spent — 5 minutes)
- 9. Check in with Presenter** (2 minutes)
Do we need to refocus our attention?
- 10. Phase IV: Inferences**
 - a. Group fills out inferences sheet (5 minutes)
 - b. Round-robin report-out of inferences. May be charted (one item each person, continue rounds until new ideas are spent — 5 minutes).
- 11. Response from the Presenter** — What new thoughts are you having about the data now? What are your next steps? (5 minutes)
- 12. Implications** for teaching and learning (10 minutes)
- 13. Debrief** the protocol (3 minutes)

Note: This protocol can be done in 2 sessions if desired, stopping after Step 8 between sessions. Participants can fill out the inferences sheet between meetings to allow for a fuller discussion of the results in the next session.

Data Driven Dialogue Sample Data





Planning Tools for Student Supports

Contents

**Four-Year Social/
Emotional Support Model**

**Postsecondary Essentials:
Grades 9-12 Planning and
Expectations**

**Comprehensive Four-Year
Postsecondary Plan** Coming soon!

Senior Support Timeline

**Plan for Supporting
Students with FAFSA**

**Thrive Senior Seminar
Curriculum: Scope and
Sequence** Coming soon!

Purpose

Counselors and other educators should create multiple opportunities for students to become active participants in their college journeys. Schools can develop a wide variety of structures to disseminate college knowledge—such as one-on-one, small group, and/or whole group activities. Tool Set D contains several examples from Network for College Success partner schools on how to structure activities to support students and their postsecondary efforts.

How & When to Use

The following four-year models are a great starting point for Counseling Departments and Postsecondary Leadership Teams (PLTs) to draft social-emotional learning supports and postsecondary expectations for all grade levels. We suggest Counselors and other educators begin this process with the senior class since there is a clear postsecondary timeline to follow regarding college applications, financial aid, and college enrollment.



Planning Tools for Student Supports

Four-Year Social/ Emotional Support Model

A sample support model from Wells High School that indicates which themes, metrics, and skills should be the focus for each grade level.

Four-Year Social/Emotional Support Model

Sample from Wells High School

Grade Level	9th	10th	11th	12th
Theme	How to Do High School	Staying the Course	Looking Forward	Graduating from and Enrolling in Match Schools
Metrics	<ul style="list-style-type: none"> • Freshman On-Track (FOT) • Attendance • Grade Point Average (GPA) 	<ul style="list-style-type: none"> • Sophomore On-Track (SOT) • Attendance • GPA 	<ul style="list-style-type: none"> • ACT/SAT • Attendance • GPA • College and Career Credentials 	<ul style="list-style-type: none"> • Graduation Rate • Attendance • GPA • College and Career Credentials • College Enrollment • College Match
Skills	<ul style="list-style-type: none"> • Self-regulation (connected to school protocols, routines, and rules) • Student/Adult Relationships • Peer Relationships • Social/Emotional Learning (SEL) Skill Development • Study Skill Development • Organizational Skill Development • Time Management • Test-taking Skills 	<ul style="list-style-type: none"> • Self-regulation (connected to school protocols, routines, and rules) • Student/Adult Relationships • Peer Relationships • SEL Skill Development • Study Skill Development • Organizational Skill Development • Time Management • Test-taking Skills 	<ul style="list-style-type: none"> • Self-regulation (job and college readiness skills) • Study Skill Development • Organizational Skill Development • Time Management • Test-taking Skills (specifically around SAT/ACT) 	<ul style="list-style-type: none"> • Self-regulation (job and college readiness skills) • Study Skill Development for College Success • Organizational Skill Development • Time Management (focused on balancing competing demands)



Planning Tools for Student Supports

Postsecondary Essentials: Grades 9-12 Planning and Expectations

A sample planning model from Juarez High School so Counselors and other educators can target the academic, social-emotional, and postsecondary domains for students at each grade level.

Postsecondary Essentials: Grades 9-12 Planning and Expectations

Sample from Juarez High School

Each student should have an individualized learning plan to help them think through college and career decisions, plan a course of study, and make financial aid assessments with family members. Counselors can use the table below as a guide to supporting students in each grade level.

9th Grade	10th Grade	11th Grade	12th Grade
Academic Planning and Activity Involvement	Academic Planning and Activity Involvement	Academic Planning and Enrichment Programs	Academic Planning
<ul style="list-style-type: none"> • Building a concrete connection between Grade Point Average (GPA), transcripts, and scholarships • Emphasizing the importance of extracurricular activities and programs for college and career as well as overall student well-being 	<ul style="list-style-type: none"> • What can students do to earn a GPA that will net scholarships? • What supports can students identify to achieve Bs or Better? • What activities beyond academics will help students write personal statements and college essays? 	<ul style="list-style-type: none"> • What supports can students identify to improve SAT/ ACT outcomes? • What activities can student engage in to continue exploring interests? • Engagement in enrichment programs 	<ul style="list-style-type: none"> • What supports can students identify to improve writing and academic confidence? • Outside of Senior Seminar, what other resources are available for students in class regarding postsecondary planning? • Exploring the academic supports found in college
Postsecondary 101	Postsecondary 102	Postsecondary 103	Postsecondary 104
<ul style="list-style-type: none"> • Understanding where alumni currently attend college • How did they pay for college? • Learn more about what it takes to persist in college • Of those students who persist in college, what did they look like as a high school student? 	<ul style="list-style-type: none"> • Understanding how GPA and SAT/ ACT link to college acceptance • Understanding college selectivity levels and the schools in each level • What does finding a “best fit” mean for postsecondary planning? 	<ul style="list-style-type: none"> • Understanding how selectivity levels link to college persistence • Understanding benefits of match/ overmatch • Understanding the college application process • Identifying scholarships 	<ul style="list-style-type: none"> • Understanding how college choice relates to successful outcomes • Knowing college deadlines and the benefits of applying early • Funding college and managing money

9th Grade	10th Grade	11th Grade	12th Grade
Career Exploration	Career Options	College Exploration	College Options
<ul style="list-style-type: none"> • Envisioning a future • Making enough to live the life students envision for themselves • Top three career choices • Build an understanding of the different levels of education and where they can lead 	<ul style="list-style-type: none"> • Narrow career options to two • Help undecided students to think through different options • What activities will help students explore their top career option? 	<ul style="list-style-type: none"> • Build an understanding of the different types of colleges • Top three college match choices • What activities will help students explore college options? 	<ul style="list-style-type: none"> • Selecting the best match or fit for college • Ability to compare financial aid packages • Maximizing financial aid
Setting Goals	Building College Self-Efficacy	Building Leaders	Building Self-Advocacy
<ul style="list-style-type: none"> • Counselor-student meetings to monitor grades/GPA • Develop and implement short-term goals 	<ul style="list-style-type: none"> • Identifying hopes and fears beyond high school • Develop long-term goals 	<ul style="list-style-type: none"> • Preparing for interviews • Developing leadership qualities 	<ul style="list-style-type: none"> • Ability to advocate for oneself • Establishing professional communication




Planning Tools for Student Supports

Comprehensive Four-Year Postsecondary Plan

A sample skill development model from Kelly High School so Counselors and other educators can target the academic, social-emotional, and postsecondary domains for students at each grade level. A snapshot of the plan for seniors is included in this Toolkit.

[For the complete four-year plan, click here >>](#) Coming soon!

Comprehensive Four-Year Postsecondary Plan

 Comprehensive Four-Year Postsecondary Plan			
Senior Year: Graduating and Enrolling			
	Skills	Objective	Setting
Social/ Emotional	Self-regulation	Students learn about stress management, wellness, and self-advocacy	Classroom workshops and Social/Emotional Small Group
	Communication	Students learn how to communicate with college and career representatives	Classroom workshops
	Safe decision-making	Students make responsible decisions regarding their personal and professional life	Classroom workshops and Socratic seminars
	Growth mindset	Students recognize that skills and knowledge are developed over time (not innate)	Assemblies
Academic	Study skill development for college success	Students solidify note-taking skills	College professor panel
	Time management (balancing competing demands)	Students learn how to create and manage a college schedule that includes class time, work, and social activities	Classroom project/presentation
	Organizational skills	Students solidify organizational skills that will be useful in college	Classroom check-ins
	Developing a college identity	Students are active participants in their college application and decision process	One-on-ones
			Social/Emotional Small Group
			Alumni panels
	How to apply to a postsecondary institution	Students become experts in all parts of the college application process: researching different schools, writing applications, and requesting appropriate documentation and references from staff	Parent Night
			Classroom workshops
	How to decide on the best fit college	Students and parents learn about verification and enrollment requirements as well as factors to consider when selecting a college	Tiered interventions
College Choice Week: classroom workshops and Socratic seminars			
		Parent phone calls	



Planning Tools for Student Supports

Senior Support Timeline

A timeline from Washington High School that can help Counseling Departments or PLTs map out senior postsecondary supports for the entire school year.

Senior Support Timeline

Washington High School

Each student receives a *Passport* to track the postsecondary process throughout the year that matches this timeline. See Component 4: Engaging Students & Families for an example of the *Passport*.

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
<p>SEP 4</p> <p>Opening Week</p> <p>Staff Professional Development</p>	<p>OCT 5 - 9</p> <p>College Application Week</p>	<p>NOV 5</p> <p>Career Fair</p>	<p>DEC 9</p> <p>College Parent Night</p>
<p>SEP 14 - 18</p> <p>Senior-Counselor Conferences</p>	<p>OCT 8</p> <p>College Parent Night</p>	<p>NOV 20</p> <p>Passport Check</p>	<p>DEC 11</p> <p>FAFSA Giving Tree</p>
<p>SEP 24 - 25</p> <p>Passport Orientation</p>	<p>OCT 14</p> <p>College Fair and FAFSA Workshop</p>		<p>DEC 18</p> <p>Passport Check</p>
	<p>OCT 23</p> <p>Passport Check</p>		

Senior Support Timeline

Washington High School

Each student receives a *Passport* to track the postsecondary process throughout the year that matches this timeline. See Component 4: Engaging Students & Families for an example of the *Passport*.





Planning Tools for Student Supports

Plan for Supporting Students with FAFSA

A list of supports from Kelly High School to assist students during the financial aid season.

Plan for Supporting Students with FAFSA

Sample from Kelly High School

1. Financial Aid Parent Night

Host financial aid information session for parents and students focused on FAFSA, scholarships, and resources for diverse students. Host separate sessions in English, Spanish, Cantonese, and for families of undocumented students.

2. FAFSA Workshop after School

Host FAFSA Workshops every Tuesday after school in January and February for parents, current students, and alumni. Partner with the Brighton Park Neighborhood Council (BPNC) and the Center for Economic Progress's free tax prep program to schedule workshop on the same day so parents can prepare their taxes and file their FAFSA in one trip.

3. FAFSA Application Week

Partner with our Career-To-Education Department to schedule classes for a "FAFSA Day." Teachers pass out the FAFSA checklist to students with necessary documents and promote their assigned completion date. School Counselors are scheduled to help all week in classes.

4. Illinois Student Assistance Commission (ISAC) Partnership

Require every School Counselor and Parent Connector to attend ISAC's FAFSA training in December. This way, they can provide on-call assistance to the Postsecondary Team during walk-ins and when we pull students who have not yet completed their FAFSA. Also, ask ISAC to present during our Financial Aid Parent Night. Finally, schedule ISAC Corps Member for three days a week to assist with FAFSA completion walk-ins and with pulling students who have not yet completed their FAFSA.

5. Ladder Up Partnership

Schedule a Ladder Up representative to 1) give an advisory presentation on FAFSA in December, 2) visit weekly advisory classes in January and February to assist with pulling students who have not filed their FAFSA, and 3) provide additional help on Tuesday evening FAFSA Workshops.



Planning Tools for Student Supports

Thrive Senior Seminar Curriculum: Scope and Sequence

A suggested curriculum plan for Senior Seminar that is designed to address the social-emotional aspects of academic success and to help students through all aspects of the college application, selection, orientation, and enrollment process.

[Click here to read >>](#) Coming soon!