

E.O. Smith High School

Multiple Pathways to Success

New England Secondary School Consortium

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Introductions

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School Profile

- ▣ 1,200 student regional high school (6 towns)
- ▣ Located in a rural community on the campus of the University of Connecticut
- ▣ 13% minority population
- ▣ .7% not fluent in English
- ▣ 16% special education
- ▣ 13% receive free and reduced lunch
- ▣ 80% post secondary participation
- ▣ 86% graduation rate

Source: 2010 Strategic School Profile

Our Belief

We believe we can effectively use our skills, knowledge and resources to create programming options that meet the needs of our increasingly diverse student population.

Our Goals

To provide a comprehensive system of intervention programs tailored to the social and academic learning needs of all our students

Goal #1- A high school diploma for all students

Goal #2- Post secondary preparation and participation for all students

School-wide Supports

A series of academic support programs available to all students.

Privilege System -A positive reinforcement system designed to reward students for academic success and provides academic support for students not meeting established criteria

School-wide Supports

Positive After School Support (PASS)- After school tutorial program (Tues. and Thurs. 2:30-5:30) that includes communication with content area teachers and tutorial instruction.

Credit Recovery- Operates in accordance with attendance policy. Affords students with the opportunity to recover credit lost as a result of excessive class absences.

School-wide Supports

Summer School- On-site Internet based instruction with tutorial support. Available to students failing to receive credit due to academic failure.

Academic Assistance- Students with unsatisfactory grades (D or F) in Math and/or English are assigned to assistance in place of classroom study hall

School-wide Supports

Tutoring services- Individual academic tutorial programs utilizing peers and university interns.

Academic support classes- Credit bearing courses available to identified 9th and 10th grade students that focus on academic skill enhancement.

Dual Credit Options

Provide students with the opportunity to build a college transcript while in high school to increase acceptance to post secondary educational institution and decrease tuition costs for families.

Provide credit bearing courses from the University of Connecticut (27) and Manchester Community College (12) during the school day.

Positive Support Classroom

Student Profile

Grade 9 and 10 students (total of 20) with at-risk characteristics (academic and behavior) who require intensive academic and social support

Positive Support Classroom

Program Summary

Staffing includes a case manager and a non-certified instructional assistant who use a resource room model designed to provide behavioral support, academic assistance and course work completion.

Quarter 1 Positive Behavior Classroom

2010-2011 vs 2011-2012 school year

	<u>2011-2012</u>					
<u>9th Grade Students</u>	<u>Grades</u>	<u>Disc.</u>	<u>UAB's</u>	<u>Total Grades</u>		
	1 B, 3 Cs, 2 Ds	1	3	A	4	
	1 A, 1 B, 1 C, 2 Ds	1	1	B	8	
	1 A, 1 B, 3 C, 1 D	0	0	C	13	
	1 B, 2 Ds, 2 Fs	3	2	D	14	
	1 A, 3 Cs, 2 Ds	0	14	F	5	
	1 B, 2 Cs, 1 D, 2 Fs	1	2			
	1 A, 2 B, 1 Cs, 1 F	0	11			
	1 B, 1 C, 4 Ds	1	3			
		7	36			
	<u>2010-2011</u>			<u>2011-2012</u>		
<u>10th Grade Students</u>	<u>Grades</u>	<u>Disc.</u>	<u>UAB's</u>	<u>Grades</u>	<u>Disc.</u>	<u>UAB's</u>
	3 Ds, 2 Fs	0	2	1 D, 5 Fs	9	21
	4 Fs, 2 Ds	4	34	3 Cs, 1 D, 3 Fs	0	34
	2 Bs, 3 Cs, 1 D, 1 F	3	44	1 A, 3 Bs, 1 C (HONORS)	0	5
	1 A, 2 Bs, 1 C, 1 D, 1 F	5	13	1 B, 3 Cs, 2 Ds, 1 F	1	5
	<u>total grades</u>	<u>total disc.</u>	<u>total UAB</u>	<u>total grades</u>	<u>total disc.</u>	<u>total UAB</u>
	A=1	13	93	A=1	10	65

Positive Support Classroom



PM Academy

Student Profile

Grade 11 and 12 students (total of 25) who are credit deficient and have demonstrated the need for a smaller learning environment and a personalized educational program

PM Academy

Program Summary

Students attend afternoon classes (Mon.-Thurs. from 2:30-5:30) and are assigned to a teacher with counseling support. A work experience component is incorporated in the curriculum and becomes part of the individualized learning plan.

Adult Education

Student Profile

Students age 17 and older (18 students) who require an evening option to complete high school requirements. These students can earn an adult education diploma through a credit diploma or GED program of study.

Adult Education

Program Summary

This on-site adult education program is offered through a partnership between E. O. Smith and a regional adult education center. Operating on a trimester calendar, Students must *withdraw* from E.O. Smith and register for courses required to meet the requirements for an adult education diploma.

Adult Education

Date of Birth	Sending school	Date of Withdrawl	Date enrolled in CDP	Credits	CDP credits	Total Credits	Credits Required
2/19/1994	EO Smith	10/27/2011	11/14/2011	15.75	2	17.75	21
6/30/1994	EO Smith	11/30/2011	11/30/2011	16.00	4	20	21
11/9/1993	EO Smith	11/9/2011	11/9/2011	16.50	3.5	20	21
10/3/1993	EO Smith	11/18/2011	11/19/2011	10.00	7	17	21
6/7/1994	EO Smith	11/14/2011	11/19/2011	13.00	3	16	21

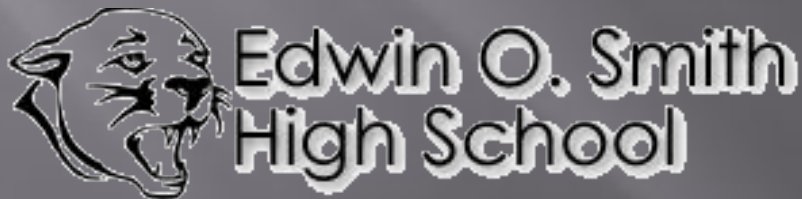
Off-Site Programs

Provide non-traditional educational programs to students with specific learning needs in preparation for for life after high school. These programs are based around learning through internship experiences.

S.T.A.A.R. PROGRAM

Students
Transitioning to
Age
Appropriate
Routes

A collaborative program between
Region 19/E.O. Smith and the University of
Connecticut



Mission Statement

Our mission is to provide opportunities for 18-21 year old students to continue their learning, refine vocational pursuits, and enhance social relationships in the settings utilized by their college-aged peers. Collaboration with UCONN creates the possibility for authentic experiences for students to be involved with college students who have a vested interest in working with and having relationships with students with learning disabilities. Outcomes will include knowledge, skills and friendships beneficial to their transition to the adult world.

Creative and Cost Effective

Our goal is to have our students in their home districts with their friends and neighbors. It is financially sound to keep students in district rather than sending them to adult agencies or other outplacement programs.

One teacher and four job coaches implement the program. Space at UCONN was negotiated for free provided we accept student teachers, interns and provide opportunities for research in the area of transition/ special education.

Accepting tuition students from surrounding school districts helps to support the program.

STAAR Timeline

- 2004 – E.O. Smith receives a state grant to fund a planning committee for this program
- 2005 – STAAR moves into its first home, Buckley Hall, on UCONN campus
- 2006 – Enrolls first 3 students
- 2009 – Moves to present home in Sprague Hall (17 stud.)
- 2010 – Adds out of district tuition students
- 2012 – Two students return from outplacements
- 2013 - Opening a second site on UCONN Campus???

Relationships

STAAR staff work closely with families to support individual needs and concerns. Our staff communicates on a daily basis and meets regularly with families to ensure progress is monitored and expectations are met. As STAAR students are adults, they are expected to have healthy adult relationships with co-workers, peers and teaching staff. They are supported through anger management class, life skills lessons, and modeling.

Community Relationships

Our relationship with UCONN



Through partnerships with the Education, Psychology, and Kinesiology Departments at UCONN, STAAR is exposed to cutting-edge education, counseling, and health theory and practice. STAAR students frequently participate in UCONN's Best Buddies activities and as well as various on-campus activities both with their Best Buddies peers and with their classmates.

Our relationship with E.O. Smith

As a part of the E.O. Smith student body we have full access to the resources of a modern and diverse school. This includes the availability to health services, counseling assistance, educational technologies, and varsity and intramural sports teams.



Our relationship with our Work Site Partners

Our Work Site Partners form the cornerstone of our program and are integral to our success. Our young adults learn valuable work skills necessary to maintain a career and provide for their financial well-being.



Support Services

STAAR staff support students and their families by providing information and assistance with applying for and receiving services from DDS Department of Developmental Services, BRS Bureau of Rehab Services, Social Security, Title 19 and SNAP Food Assistance Program

STAAR Academics



AROUND UCONN



Authentic experiences help students
get excited about their future.

E.O. Smith High School @ the Depot Campus: A Big Picture School

TIMELINE

- 2006 Received approval
- 2008 Building renovated
- 2008 Opened with 10 students
- 2010 Increased to 20 students
- 2012 Opened 3rd advisory
(30 students)



Student Profile

Students identified during the 9th grade as needing a different learning environment. The identification can be due to poor attendance, failing classes, parent/counselor concern, teacher insight.

Depot students typically identify as “hands-on” learners who felt lost in the large environment of the traditional high school.

44% Special Ed, 30% Free & Reduced Lunch,
Roughly 10% will stay longer than 4 years

Philosophy

- ▣ **Relationships**
 - Know Them
- ▣ **Relevance**
 - Passions and Interests
 - Real Work in the Real World
- ▣ **Rigor**
 - Deep Challenging work
- ▣ **Pedagogy**
 - Hands On



Monday	Tuesday	Wednesday	Thursday	Friday
7:30 Arrival 7:45 Pick Me Up 8:15 Advisory Review Learning Plans 9-10:30 Independent Work Time: Work on individual project . 10:30 Silent Reading	7:45 Check In LTI or Interest Exploration Students without LTI are out on volunteer or community service projects	7:30 Arrival 7:45 Pick Me Up 8:15 Advisory Quantitative Reasoning 9-10:30 Independent Work Time One-on-One Check-in with advisor 10:30 Silent Reading	7:45 Check In LTI or Interest Exploration Students without LTI are out on volunteer or community service projects	7:30 Arrival 7:45 Pick Me Up 8:15 Advisory Empirical Reasoning 9-10:30 Independent Work Time Complete weekly journals and assignments 10:30 Silent Reading
Lunch				
11:30 Book groups 12:45 Independent work time or structured all school activity 1:30 Advisory – Social Reasoning 2:00 – Departure	LTI or Interest Exploration Students without LTI are out on volunteer or community service projects Advisor visits LTI sites for project setup and	11:30 Recreation/ PE 12:45 Independent work time or structured all school activity 1:30 Advisory – Journaling or SR discussion 2:00– Departure	LTI or Interest Exploration Students without LTI are out on volunteer or community service projects Advisor visits LTI sites for project setup and	11:30 Advisory 12:45 Independent Work Time or structured all school activity 1:30 Advisory- Community Meeting 2:00 – Departure

The Learning Plan

All of the students' work stems from their individual learning plan which is a personalized document that is created each quarter by the learning team (Student, Advisor, Parent, Mentor)

The Learning Plan answers the questions:

- What are your passions and learning style?
- What will be done? How will it be done?
- When will you work on it? When will it be completed?
- What learning goals does it investigate?
- How will we assess it?

A sample learning plan

**E.O. Smith @ The Depot Campus
Learning Plan**

Name: SAMPLE

Mentor: _____

Advisor: _____

Quarter: 1 Date: OCTOBER, 2011

Learning Category	How will I meet the Learning Goals? (QR, ER, SR, CO, PQ) What skills will I develop? Example: I will	Depot Campus LG→CT Standard Codes	What resources will I use?	When and how will my work be assessed?	What will I show as evidence of my learning?	Target Completion Date/ % reached
PQ: Personal Qualities	Personal goals Open house prep Graduation ceremony Depot culture Student council					
DEPOT	Book Teams Community service projects (with whole school) Depot culture PMUs Special meals Journaling Autobiography					
ADVISORY	Ongoing Advisory workshops Volunteer work with advisory Advisory culture - specific team building activities - journals?					

Advisory

Relationships

Daily meetings

- One-on-One check ins
- Independent Project Work
- Review of Portfolio
- Logs of Learning Goals



Rigor

Exhibition

**PUBLIC DISPLAY
OF LEARNING**

- ▣ Quarterly Public Presentations are the primary Depot assessment
- ▣ Panel includes Students, Advisors, Principal, Parent, Mentor
- ▣ Determines if the student meeting the goals of his/her learning?



The LTI (Learning Through Internship)



- ▣ 2 days per week = 40% of student educational time is “out of the building”
- ▣ Authentic experiences and projects

Relevance

Mentors: The Heart of a Big Picture School

Our Mentors come from a variety of backgrounds:

arts (pottery, painting, quilting, woodworking, photography); education (preK-8); daycare; forestry; excavation/farming; carpentry; animal care; UCONN: theater (costume design, historic costumes, artistic design), dining (bakery, culinary), auto mechanics; small engine repair; hairdressing & cosmetology; writing; gardening; history; computer repair; video game design; anti-bullying; television studio production; martial arts; plastics manufacturing; jewelry; marketing; healthcare (Windham Hospital, EMT/paramedic, nursing home, senior care); dentistry; ornithology; radio production, and more!!

Who and How Many?

Big Picture Schools are most commonly found in urban areas but we are moving into more suburban and rural areas. We are currently working with over 6,000 high school students, 500 staff and in 60+ schools... and growing!!!

Check Out a School In Your Area

Big Picture schools can be found worldwide! With over sixty schools in the United States and partnering organizations supporting numerous Big Picture schools abroad – Big Picture Learning is truly a global community! Explore our interactive map to learn more.

➔ [MORE SCHOOLS](#)



CT Big Picture Schools

Storrs: E.O. Smith @ the Depot Campus

- Into our 5th year, have graduated 14 students

Lisbon: Community Connections

- In their fourth year of operation

East Lyme: Coastal Connections

- Big Picture “Inspired”

Many school districts visited the Depot Campus
this year, exploring the Big Picture design

Depot Graduates Post-Secondary Report:

- Justin –Lincoln Tech (diesel mechanics)
- Jagade – USMC reserves; college undecided
- Katrina – student at MCC in culinary arts/employed
- Brittany – student at QVCC; pre-dental hygienist/employed
- Haleigh – enrolled in EOS STAAR program
- Ashley – student at QVCC; Early Childhood Education
- Cody – student at QVCC; Associates degree in 1 year
- Galen –student at SNHU College Unbound, a Big Picture College
- Amber A. – U.S. Army Reserves
- Samantha – employed full time
- Joshua – employed full time
- Amber M. – employed part time
- Jonathan – employed part time
- Michael – employed part time

Looking Ahead

- ▣ Develop a seamless transition from the PSC to the PM Academy
- ▣ Reduce the number of students accessing the credit recovery options
- ▣ Add an evening division component to the dual enrollment program (Timberlane H.S.)
- ▣ Incorporate mastery learning options
- ▣ Implement a summer high school transition program

Big Ideas

- ▣ Know your student population and what their needs are
- ▣ Use your student performance (academic and disciplinary) data
- ▣ Examine outplacement and contract service costs
- ▣ Create opportunities to generate revenue through programming
- ▣ Believe you can do it
- ▣ It never stops...if you build it, they will come