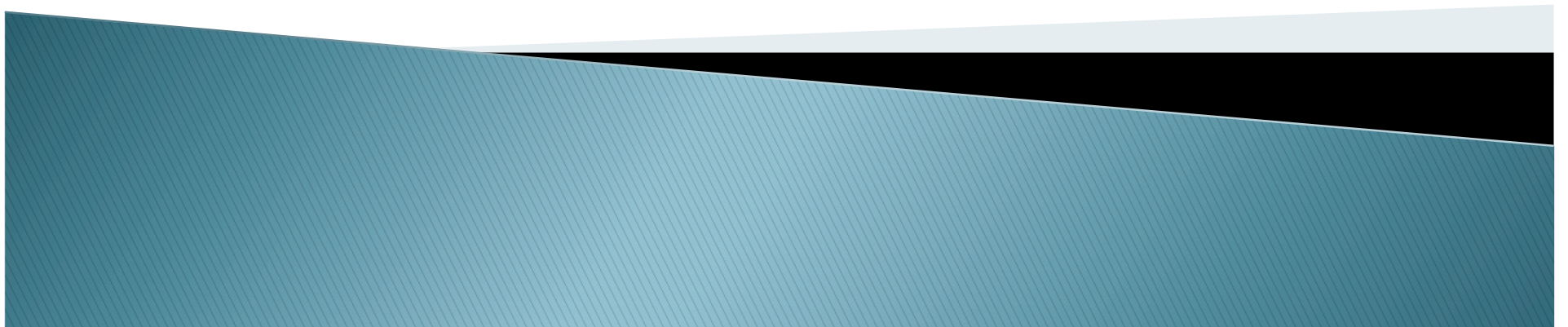


Student Success Plans

Planning for success for all students

Alicia M. Roy, Assistant Superintendent
Amy Jacques, Middle School Counselor
Megan Sheehan, Middle School Counselor

Mary Grace DeSantis, Senior
Christina Joseph, Senior
Ryan Murrin, Senior



Student Success Plans

- ▶ Background information
 - Community
 - Curriculum, Rigor, Accomplishments
- ▶ Objectives of plans
- ▶ Middle School beginnings
 - Implementation
- ▶ High School connections
 - Leading to the senior capstone

New Fairfield, CT

- ▶ Western Connecticut
- ▶ Lake community with 14,000 residents
- ▶ DRG B
- ▶ Four district schools
 - Consolidated, PreK-2
 - Meeting House Hill School, 3-5
 - Middle School, 6-8
 - High School, 9-12

Rigorous Curriculum

- ▶ Aligned to state and national frameworks
- ▶ Electronic, accessible, based on CT SDE model curriculum
- ▶ Includes 21st Century Skills
- ▶ All students take algebra I in MS (by 2011)
 - Some proceed to algebra II
- ▶ 23 Advanced Placement courses offered in HS
 - Goal for all students to take one AP before graduation
 - Included in *Newsweek's* Top US HS for 4 consecutive years

Rigorous Curriculum

- ▶ District RtI/SRBI goal:

Ensure continuous improvement and measurable achievement for all students through implementation of Response to Instruction/ Scientifically Research-Based Instruction

- ▶ District expectation that all students meet goal on all assessments of CAPT by graduation

- Must retake sections of CAPT junior year if not meet goal

- ▶ Students have Action Plan with SMART goal

- ▶ Updated every 6-8 weeks

New Fairfield High School

- ▶ Graduate college ready
- ▶ Noteworthy examples
 - Yearbook and *Aporia*
 - Academic Decathlon
 - Odyssey of the Mind
 - State Student Advisory Council

Objectives for SSPs

- ▶ Begin creating *flexible* SSPs at the middle school level to prepare a rigorous program for every student
- ▶ Ensure every high school student has an electronic Student Success Plan (SSP) to continue educational goals beyond high school
- ▶ Make high school students aware of the Connecticut Career Pathways Initiative and select an appropriate pathway as the foundation of the SSP

Core Components of Effective SSPs

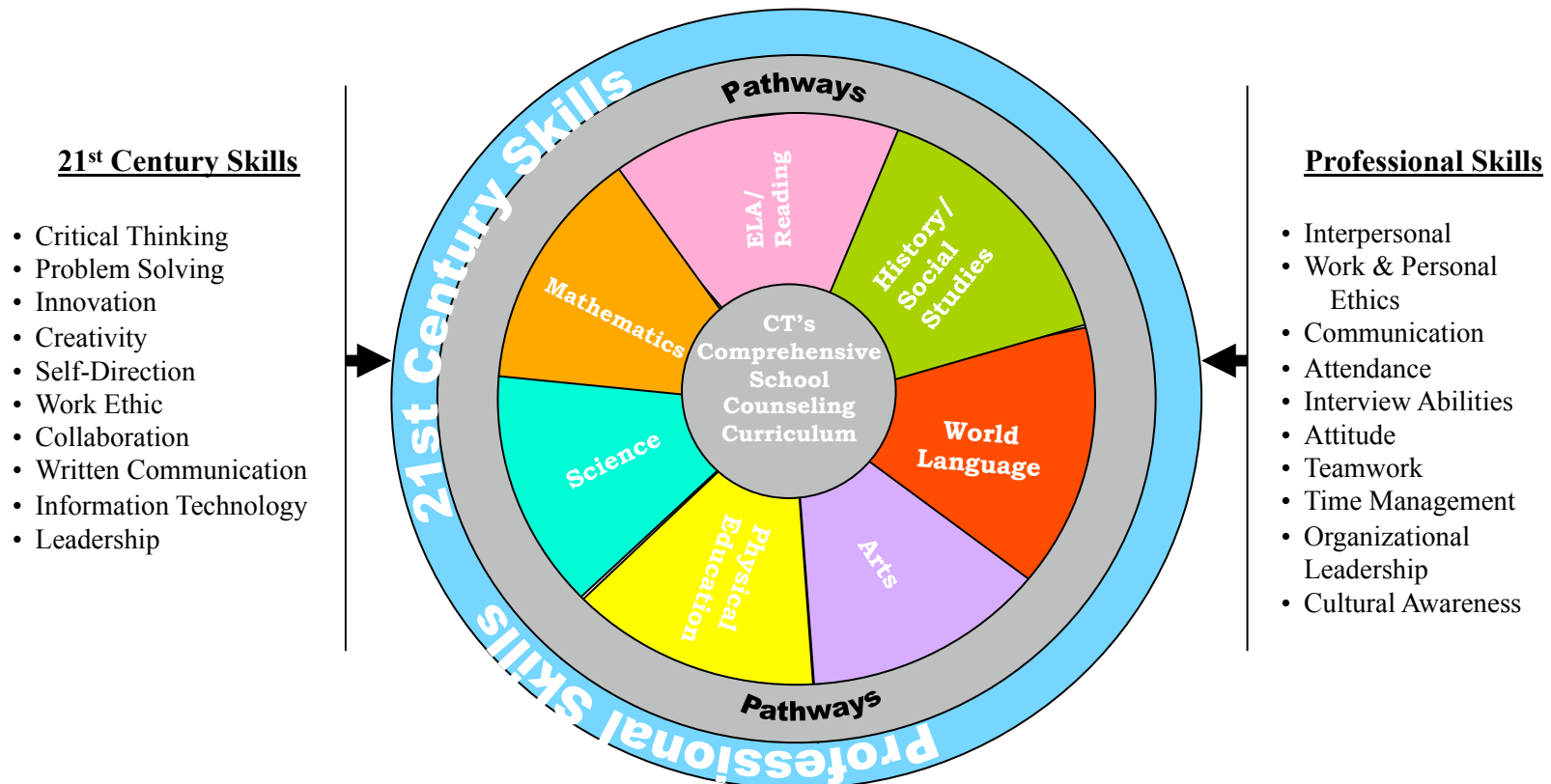
- ▶ Academic Development
 - Acquiring skills, knowledge, attitudes to be effective learner and for life

- ▶ Career Development
 - Acquiring skills needed to investigate world of work and achieve future career success

Core Components of Effective SSPs

- ▶ **Personal/Social Development**
 - Developing an understanding of and respect for self and others
 - Understanding the necessary steps for decision-making and goal attainment
 - Acquiring safety and survival skills

Critical Components of Effective SSPs



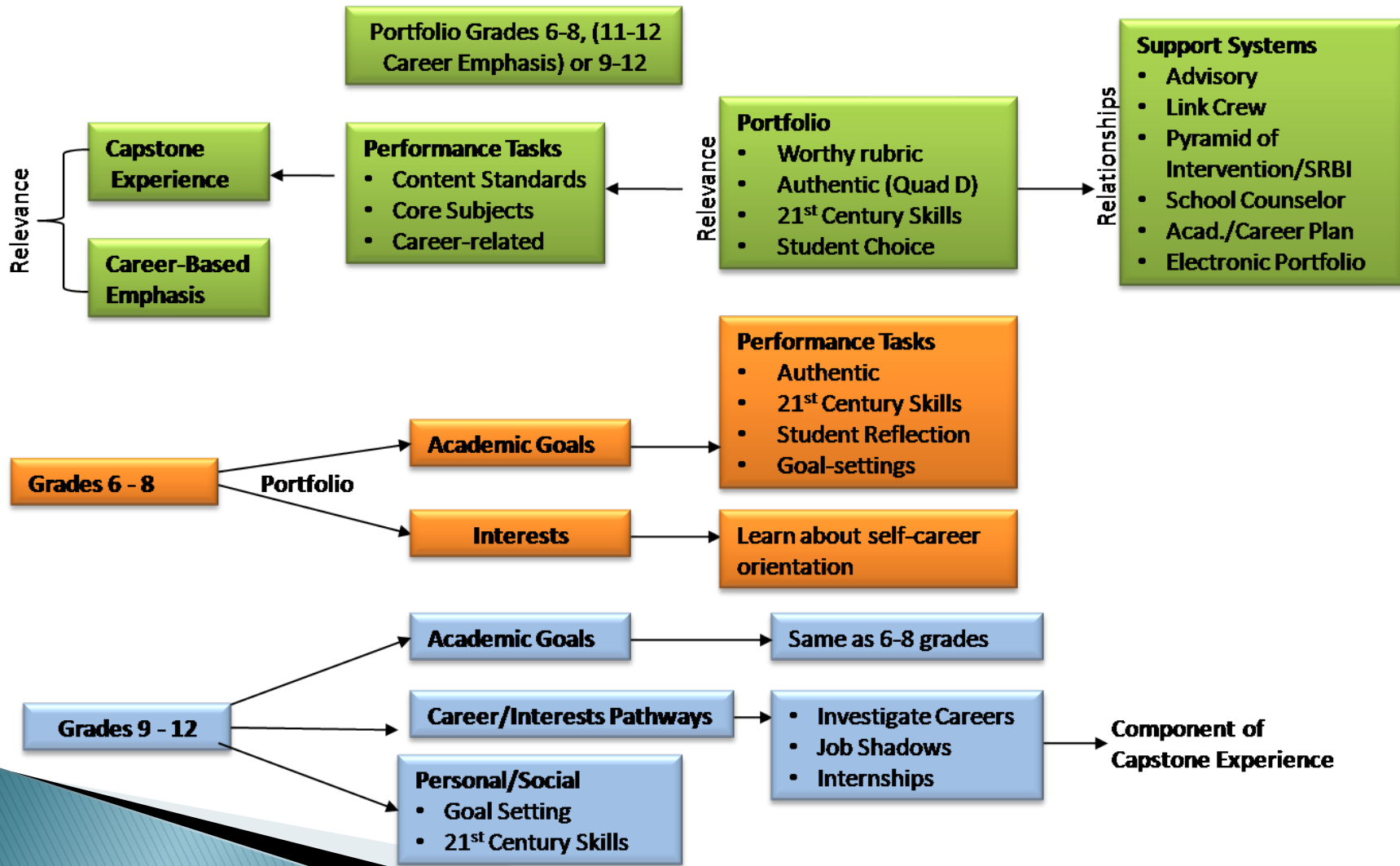
Foundation: Rigorous academic courses and a related sequence of elective courses aligned to a specific career pathway in providing:

- Experiential Learning: Job Shadows, Internships, Community Service
- Dual/Concurrent Credit
- Capstone Project

- 21st Century and Professional Skills across-the-curriculum
- Evolving post-secondary plan

June Sanford
11/19/2007

Performance Graduation Requirement (PGR) (Oral Communication, Writing and Tech.) Rigor



Middle School Beginnings

- ▶ Include students, families, counselors, and teachers in the creation and support of the SSP
- ▶ Support the three-to-five year district goal of implementation of Response to Instruction/Scientifically Research-Based Instruction

Naviance

▶ Middle School

- Professional development
- *Path to Purpose*
 - Student motivation related to achievement
 - “Purposeful”
 - Found something meaningful to dedicate selves to
 - Sustained interest over time
 - Express clear sense of what trying to accomplish and why



[Naviance link](#)

Naviance

▶ Middle School

- Learning Styles Inventory
- Career exploration—Career Key, SSP survey
- Parent involvement
 - Individual meetings with all 8th grade students, parents, and counselors

[Naviance link](#)

Naviance

▶ Middle School

- Plans updated throughout year wherever internet available—laptops and wireless access
- SSPs , a community of involvement
 - Students
 - Counselors
 - Administrators
 - Team leaders
 - Families

Student Success Plan Survey

- ▶ *1. Which one most accurately describes your plans after high school at this time?
- ▶ 2. Three goals I have for 6th grade:
- ▶ 3. Three goals I have for 7th grade:
- ▶ 4. Three goals I have for 8th grade:
- ▶ 5. Three goals I have for 9th grade:
- ▶ 6. Three goals I have for 10th grade:
- ▶ 7. Three goals I have for 11th grade:
- ▶ 8. Three goals I have for 12th grade:

Student Success Plan Survey

- ▶ 9. In 5 years, I plan to...(include date)
- ▶ 10. My dream career is... (include date)
- ▶ 11. Five words that describe me today (include date)
- ▶ 12. My strengths are... (include date)
- ▶ 13. I need to improve... (include date)
- ▶ 14. What things get in the way of my ability to succeed? (include date)
- ▶ 15. What I like to do when I'm not in school.... (include date) (Hobbies, sports, clubs, etc..)

Student Success Plan Survey

- ▶ 16. My Awards, Honors, and Activities...
(examples of activities: community service, youth leadership, service learning and volunteerism)
- ▶ 17. If I could have just one wish granted, I would wish for... because... (include date)
- ▶ 18. Of all the people I know, the one person I admire the most is... because... (include date)
- ▶ 19. If I could live any place in the world I would choose... because... (include date)
- ▶ 20. If I could do anything, what would I do to make the world a better place? (include date)

Naviance

▶ High School

- Family Connection
 - Infinite Campus Parent Portal
- Student surveys, including Do What You Are
- College applications
 - eDocs (new feature)
 - Admission statistics
- Course scheduling requests

[Naviance link](#)

Naviance

▶ High School

- Plans updated throughout year wherever internet available—laptops and wireless access
- Professional development for department chairs
- SSPs , a community of involvement
 - Students
 - Counselors
 - Administrators
 - Department chairs
 - Families

Career Day

- ▶ Full-day HS Career Day planned every four years
 - Connected to SSP
 - Familiarize all students with 16 Career Clusters and 34 Career Pathways
 - Use Naviance to determine career interests
 - Results appear in Career Interest Profiler
 - Matching occupations suggested
 - Students explore information about those careers and related clusters
 - Students can save careers as well as clusters/pathways in their profile for future reference

Career Day

- ▶ Full-day HS Career Day planned every four years
 - Students select sessions to attend based on career interests and a selected pathway
 - Outstanding community involvement for sustainability
 - Community representatives from all Career Clusters available as speakers –including alumni
 - More than 40 speakers for morning sessions alone

Career Day

- ▶ Student schedules
 - Student day resembles professional development day
 - Traditional classes not held all day
 - Students pre-select morning sessions based on career interests in Naviance
 - Need 3 lunch waves to feed all students
 - One lunch wave they eat
 - One wave they attend a grade level session
 - One wave they can attend a session of their choice

Career Day

- ▶ Lunch schedule
 - **9th grade session**—based on the Student Success Plan survey we created in Naviance
 - **10th grade session**—revolves around students looking past high school, choosing the best path in HS to get there
 - **11th grade session**—led by a college admissions counselor
 - **12th grade session**—application essay writing/ internet research for college

Career Day

▶ Lunch schedule

- Options from which to select for the third lunch wave
 - Women in nontraditional careers
 - Interviewing/making a first impression
 - What's hot in technical careers
 - Careers in puppetry/mime (special performance scheduled)
 - Police dogs (always popular)
 - Paul Mitchell careers (another favorite)
 - Budgeting your money
(Students are required to take a personal finance course to graduate.)

Connections

- ▶ Advisor-advisee program
- ▶ Social emotional needs
- ▶ Next year schedule change
 - Daily Success Time

Capstone Essential and Recommended Practices

(State Committee draft 5/28/09)

- **Choice**
 - Student chooses focus
 - Requires new learning
 - In-school advisor support

- **Standards and Skills**
 - Critical and creative thinking
 - Flexibility and initiative
 - Analysis and research
 - Multi-modal communication
 - Effective use of technology

Capstone Essential and Recommended Practices

(State Committee draft 5/28/09)

- Processes
 - Plan
 - Research
 - Implement
 - Present
 - Reflect
 - Self-evaluate
 - Ongoing in-school adult mentor/advisor

Capstone Essential and Recommended Practices

(State Committee draft 5/28/09)

- Products
 - Proposal
 - Journal or process log
 - End product
 - Presentation/demonstration
 - Reflection
 - Self-evaluation

Capstone Essential and Recommended Practices

(State Committee draft 5/28/09)

- Supporting Organizational Structure
 - Early planning
 - Program coordinator
 - Required for graduation
 - Expectations worthy of one high school credit
 - Scoring tools
 - Introduction for school and community
 - In-school advisor/mentor also monitors student progress
 - Systematic inclusion in school resources
 - Connections to Student Success Plan

Capstone Experience (SEE)

- ▶ Senior Enrichment Experience
- ▶ Every student graduates with opportunity to complete
 - Internship
 - Teacher apprenticeship
 - Individual project
- ▶ SEE Coordinators (Students)

Capstone Experience (SEE)

Objectives

Through the completion of this program students will:

- Develop expertise and skills in selected areas that will benefit the students in future academic or vocational pursuits
- Manage time
- Improve lifelong learning habits, interests, and skills
- Participate actively in cross-curricular activities
- Excel in an exhibition that demonstrates each student's individuality, communication skills, personal development, reasoning and problem solving skills, and social responsibility

Capstone Experience (SEE)

Process

Junior year details

- Select student leaders
- Students begin independent work

Senior year

- Ongoing meetings through Connections
- Commitment of student leaders

Capstone Experience (SEE)

Internship

Overview:

- Connection to student career interest
- Student does work to get site permission
- Site cannot be a family business
- No payment for hours
- Responsibility to get to site on time and every day
- Must complete daily journal and timesheet, and present at the SEE Fair

Capstone Experience (SEE)

Teacher Apprentice

Overview:

- Connection to student career interest
- Student does work to get teacher permission
- Responsibility to attend all of mentor's academic classes
- Plans with teacher to assist students
- Must complete daily journal and timesheet, and present at the SEE Fair

Capstone Experience (SEE)

Independent Project

Overview:

- Connection to student career interest
- Student does work to plan project
- Responsibility to work a minimum of 5 hours every school day
- Meet with teacher mentor weekly to discuss progress
- Must complete daily journal and timesheet, and present at the SEE Fair

Capstone Experience (SEE)

Phase 1 – Getting Started

- ▶ Proposal and mentor information
 - Advisory Board approval
 - Petition for appeal

- ▶ Parental acknowledgement form

- ▶ Project journal
 - Reflections
 - Observations
 - SEE Fair

Capstone Experience (SEE)

Phase 2 – Fieldwork

- ▶ Introduction
 - Opportunity to extend learning beyond classroom by working with expert in field of interest
 - 25-30 hours per week
- ▶ Log signed by mentor

Capstone Experience (SEE)

Phase 3 – SEE Fair

- ▶ Assessment
 - Rubric
 - EE-Exceeds Expectation
 - ME-Meets Expectation
 - NI-Needs Improvement
 - Individualized with mentor for Independent Projects

- ▶ Fair
 - Community event