

High School Graduation Requirements Review Task Force



Student Success Plans

Why

Why?



20th Century Secondary School

- Gives most kids a fragmented experience
- Gives most kids an impersonal experience
- Lacks engagement/ownership by students
- Lacks 21st century rigor for all

Changing World

Not the world of
our youth



We have no reason to be defensive!

- We inherited the institution & mindset
- The problems are largely structural, organizational
- The structure can be developed to improve:
 - >Personalization
 - >Relevance
 - >Student ownership of learning
- We need faculty-wide collaboration around redesign components



No Grandma,
Listen,
Double-click the Internet
Explorer Icon.

21st Century Secondary School Redesign: What does it look like? Where is it going?



Call to Action

“The secondary school of the 21st century must be much more student-centered and above all much more personalized in programs, support services, and intellectual rigor.”

A Recommendation

Every student should be well known by at least one adult. Students should be able to rely on that adult to help learn from their experiences, comprehend physical changes and changing relations with family and peers, act on their behalf to marshal every school and community resource needed for the student to succeed, and help to fashion a promising vision of the future.

Turning Points 2000

Personalization is

A learning process in which schools help students assess their own talents and aspirations, plan a pathway toward their own purposes, work cooperatively with others on challenging tasks, maintain a record of their explorations, and demonstrate their learning against clear standards in a wide variety of media, all with the close support of adult mentors and guides.

..... Clarke, p. 15, in Breaking Ranks, NASSP, 2004

Personalization

A Learning Process in Which Schools Help Students:

Assess their own talents and aspirations,

Plan a pathway toward their own purposes,

Work cooperatively with others on
challenging tasks,

Maintain a record of their explorations, and

Demonstrate their learning against clear
standards in a variety of media.

***All with the close support of adult
mentors and guides.***

Gather & Analyze
Data to Determine
Priorities

Monitor &
Adjust

Explore Possible
Solutions

Collaborative
Leadership &
Professional Learning
Communities

Improved
Student
Performance

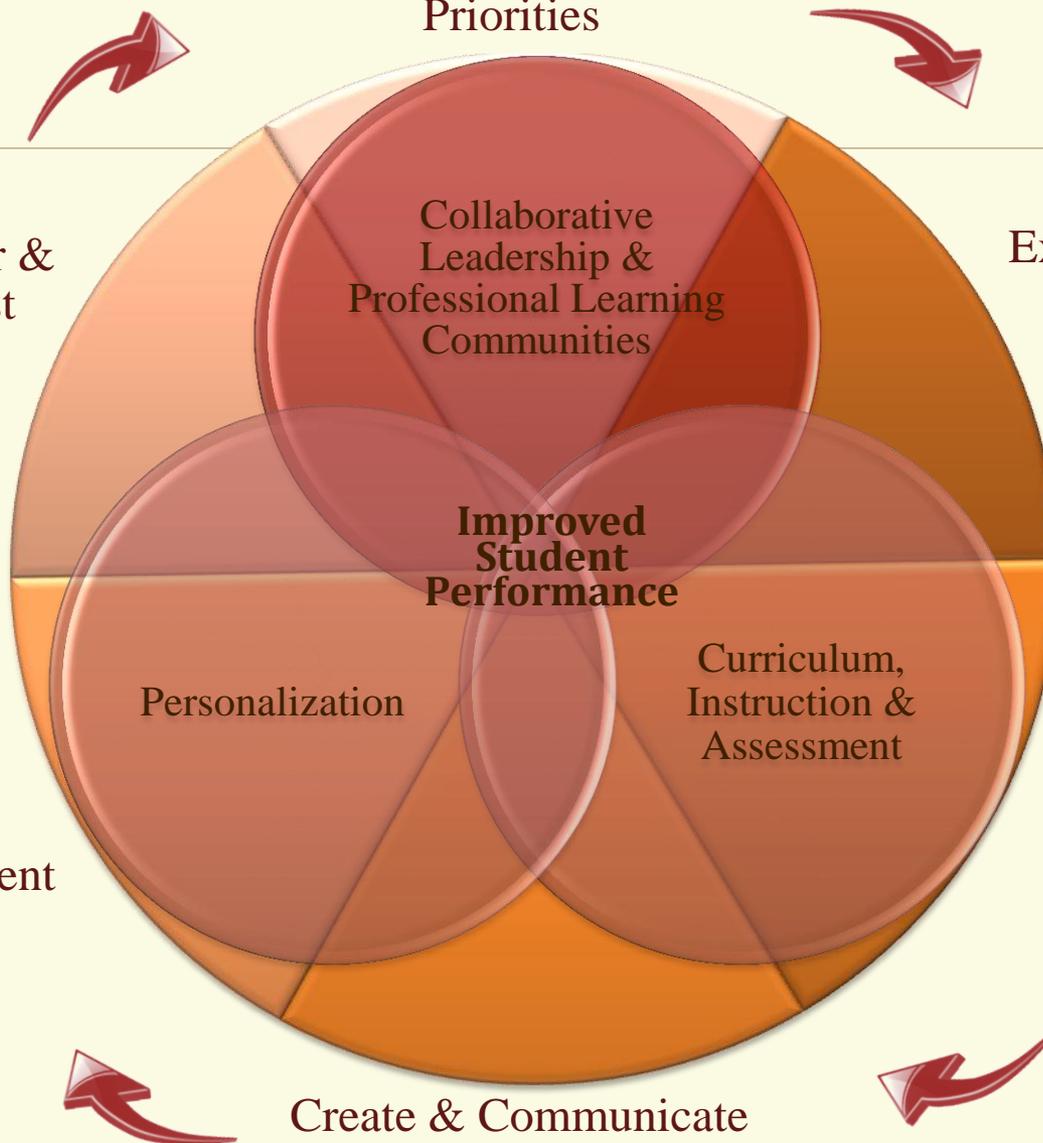
Personalization

Curriculum,
Instruction &
Assessment

Assess
Readiness
& Build
Capacity

Implement
the
Plan

Create & Communicate
Improvement Plan



Speaking about personalization . .

CT requires Student Success Plans – an individualized student driven plan that will be developed to address every student's needs and interests to help every student *stay connected* and achieve *postsecondary educational and career* goals.

Student Success Plans

1. Academic Development
2. Career Development
3. Social, Emotional and Physical Development

Student Success Plans

1. Personalization
2. Academic Development
3. Career Development

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

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

**from CSDE School Counselor Standards*

Student Success Plans, Grades 6-12

- » Developmental guidance curriculum
- » Software packages
- » Purposeful course selection, sequencing
- » Goal-Setting, progress monitoring and reflecting
- » Test taking strategies
- » Self-assessments, surveys, service learning
- » Study/organizational skills
- » Links to capstones, job-shadowing, internships
- » Teacher/advisor monitoring, facilitating
- » Student-led parent conferencing
- » **A student-driven plan**

NEASC Standard # 5

School Culture & Leadership

“There is a formal, ongoing program through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school’s 21st century learning expectations.”

How well do we think we really know our students?

“ . . .no significant learning occurs without a significant adult relationship . . . ”

Dr. James Comer

Speaking about student learning . .

The single most important factor determining success is the student's perception that their teacher . . .

. . .likes them!!!

Student Perceptions of Their Teachers

- They treat us with respect
- They know when a struggling student is doing his best and when a talented student is just sliding by
- They acknowledge that we are more than just a test score
- They laugh at goofy stuff even when it is about themselves

Student Perceptions of Their Teachers

- They act like it's more than just a job
- They stay with us until they can see in our hearts and in our eyes that we have mastered the lesson
- They lovingly kick our butts to help us learn
- They are really excited as we are when we get it

Questions To Ponder?

How would we know if students feel safe and connected to their school / community?

What programs are in place to promote intergroup understanding and respect?

Have we thought about our physical plant? What do visitors, new students and the public, see, feel and hear?

More Questions?

Have we thought about the input that faculty, students and other constituents have in important decisions?

What is our outreach effort like beyond the school community to parents?

Have we thought about the school day – before, during and after school?

More questions?

What would you see going on in a classroom in which there is a supportive climate?

How would teachers be relating to their students and students with one another?

Have we thought about the opportunities for student leadership in our school?

Is there a formal program / committee in place to monitor school climate?

The Fourth 'R'???



❖ Relationships

❖ Relationships

❖ Relationships

The Power of Connections . . .

What the research says . . .

Students who feel connected at school:

- ✓ *Are less likely to use drugs*
- ✓ *Have less emotional stress*
- ✓ *Engage in less forms of violent behavior*
- ✓ *Are less likely to become pregnant*
- ✓ *Perform better by all measures*

NEASC Standard 5

School Culture & Leadership

“The school community *consciously* and *continuously* builds a safe, positive, respectful, and supportive culture, that fosters student responsibility for learning and results in shared ownership, pride and high expectations for all.”

SCHOOL

Expectations

Standards

Quality of Relationships

Values

Norms

SCHOOL CLIMATE

Beliefs

Rules

Student ↔ Student

Staff ↔ Student

Administrator ↔ Staff

Staff ↔ Staff

Boundaries

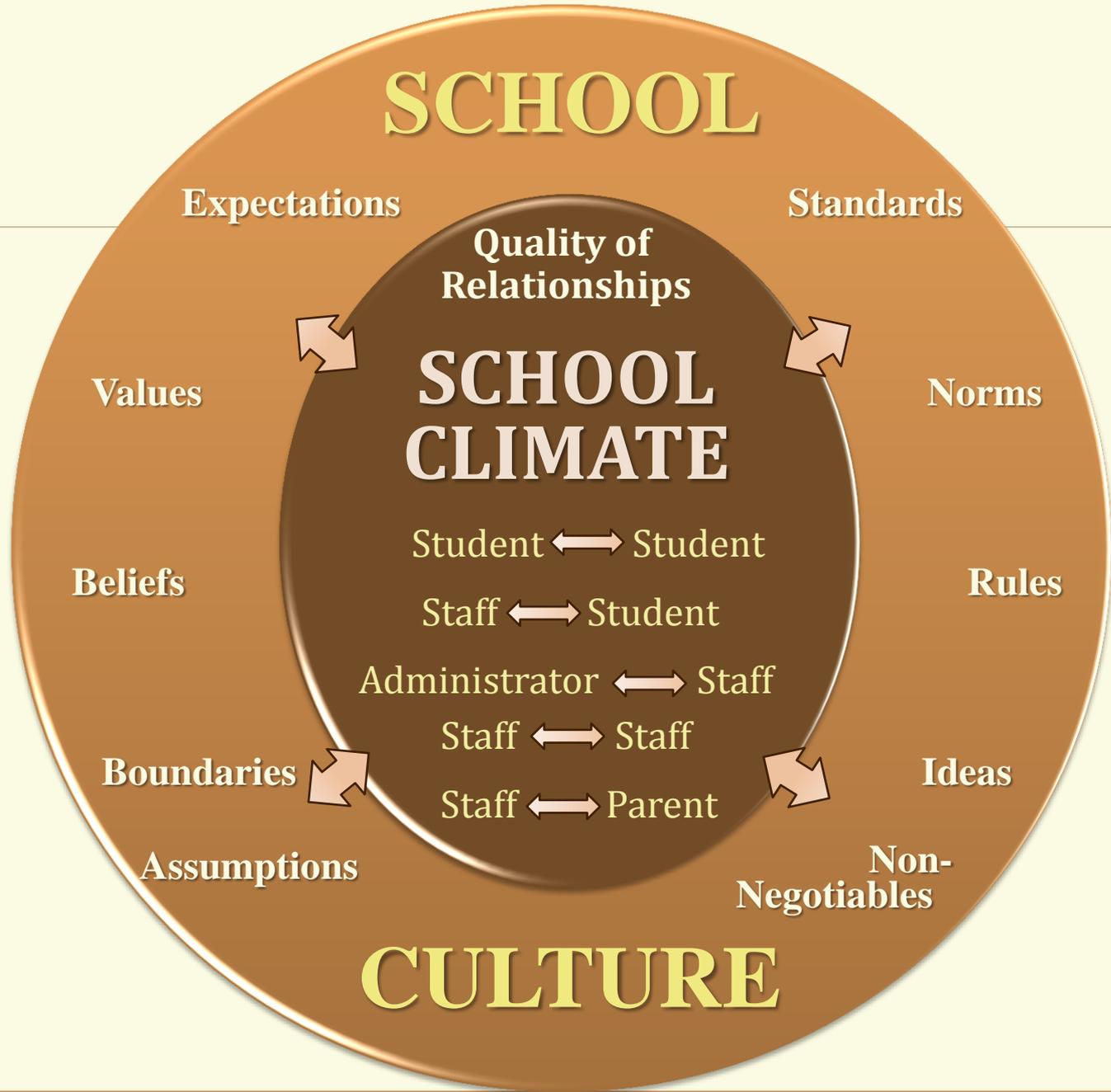
Staff ↔ Parent

Ideas

Assumptions

Non-Negotiables

CULTURE



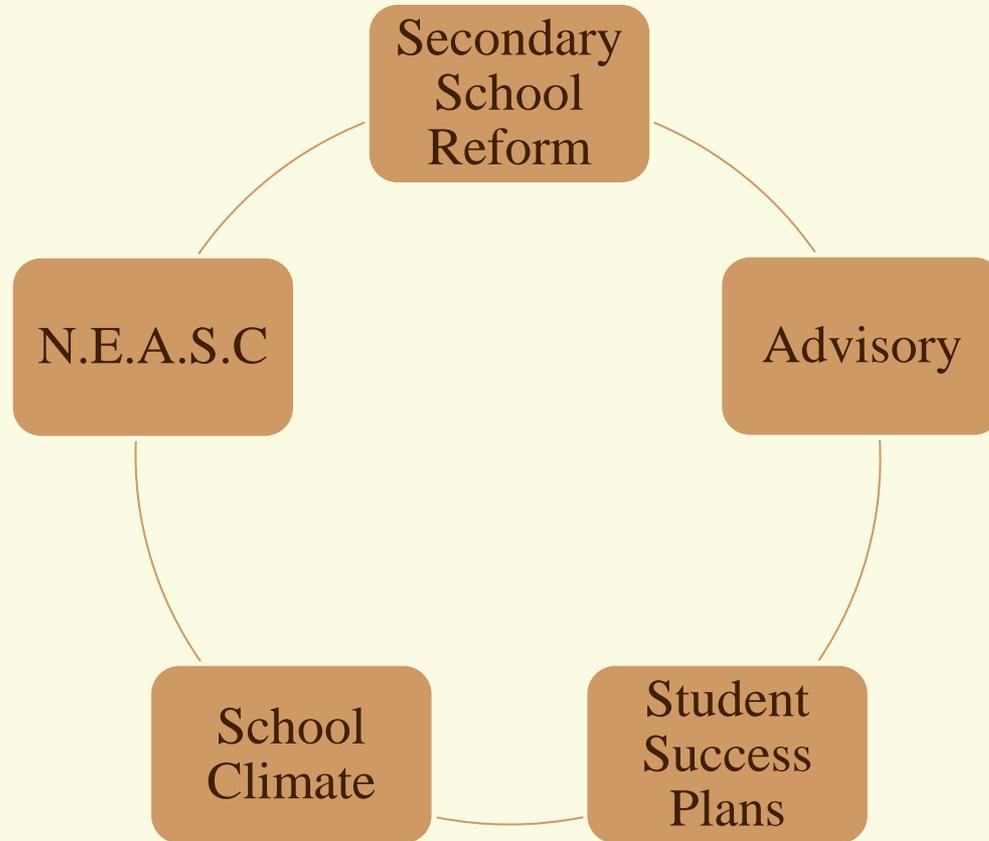
How might we collect some data to measure T.A. / SSP expectations?

- ✓ Attendance
- ✓ Promotion / Grades
- ✓ Suspension
- ✓ Expulsion
- ✓ Behavior Infractions
- ✓ Athletic Activities
- ✓ Student Activities
- ✓ Climate Surveys
- ✓ Career Interest Surveys
- ✓ Class Enrollment
- ✓ Community Service
- ✓ Dropout
- ✓ Capstone Projects
- ✓ Graduation
- ✓ College acceptance

Benefits of Advisory & S.S.P.

- ☺ Gives students a sense of belonging and feeling that someone cares!
- ☺ Improves connections, attitude, attendance, participation and satisfaction!
- ☺ Promotes higher achievement!
- ☺ Develops stronger peer and student-teacher relationships!

In closing . . .



A spiral-bound notebook with a light beige, textured cover. The spiral binding is on the left side. The text is centered on the page in a dark red, serif font.

Dave Maloney

Connecticut Association of Schools

CAS-CIAC

Assistant Executive Director

203-250-1111

dmaloney@casciac.org