<p align="center">**West Hartford Public School District**</p>

Agenda Item: Secondary School Reform Update

Meeting Date: December 6, 2011

From: Eileen S. Howley, Assistant Superintendent for Instruction and Curriculum

Through: Karen L. List, Superintendent

Background:

On May 26, 2010, the Governor signed into law Public Act 10-111: An Act Concerning Education Reform In Connecticut. The law is comprehensive and directs the Connecticut State Department of Education and public school districts to accomplish many tasks. These legislative requirements begin with the class of 2020, and our sixth grade class in the fall of 2012.

We have organized our work around seven key requirements of the legislation that require the greatest change, modification or future planning to implement comprehensively. Listed below are the key requirements that shape and inform our present work with a brief explanation of the requirement, actions to date and actions still needed for each requirement.

Requirement #5, record students' career and academic choices in Grades 6-12, has been a priority as the required implementation date is July 1, 2012. A draft student success plan has been developed and a pilot is in place for grade 6 this school year. While we meet the intent of the law currently, our goal is provide students with a series of experiences that focus on academic development, career development, and social, emotional and physical development in order to help every student identify and achieve their post secondary educational and career goals. This requirement will be the primary focus of the presentation.

Requirements:

Requirement #1
Revise high school graduation requirements for class of 2020

- A minimum of twenty-five credits, including not fewer than
    - Nine credits in the humanities, including not fewer than
    - Eight credits in science, technology, engineering and mathematics, including not fewer than
    - Three and one-half credits in career and life skills, including not fewer than
    - Two credits in world languages
    - A one credit senior demonstration project or its equivalent, as approved by the State Board of Education
- End of the school year examinations for algebra I, geometry, biology, American history, and grade ten English

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Actions to Date:

☑ Continued work on creating common mid-term and end of year examinations for courses to prepare students for end of school year state examinations

Actions Still Needed:

Revise or establish policy and regulations for new graduation requirements
Determine implications of course changes for:
    a. Resource allocation (e.g., adequate lab space)
    b. Staffing implications (additions or reductions to various departments)
    c. Fiscal implications (costs of additional coursework)
    d. Structure of schedule (how to "fit" in required course work)
    e. Curricular changes (e.g., middle school coursework, emerging end of course assessments, expectations for senior demonstration project and implications for staff)
    f. Professional development (staff training to meet new requirements)
    g. Potential contractual issues

Requirement #2
Provide support & remedial services for students beginning in Gr. 7

- Provide adequate student support and remedial services for students beginning in grade seven
- Student support and remedial services shall provide alternate means for a student to complete any of the high school graduation requirements or end of the school year examinations, if student is unable to satisfactorily complete any of the required courses or exams

Actions to Date:

☑ Initial discussions with building principals regarding the identification of support and remedial services presently in place
☑ Initial discussions with building principals about the necessity to ensure that support and remedial services align with SRBI tiered interventions

Actions Still Needed:

Finalized list of support and services currently employed, slated for implementation in 2012-2013, and their direct alignment with SRBI
List of any additional needs or resources required

Requirement #3
Grant high school credit for courses completed in middle school, through proficiency exams and at accredited institutions

A local board of education may grant a student credit

- toward meeting a specified course requirement upon the successful completion in grade seven or eight of any course, the primary focus of which corresponds directly to the subject matter of a specified course requirement in grades nine to twelve, inclusive
- toward meeting the high school graduation requirement upon the successful completion of a world language course (a) in grade six, seven or eight, (b) through on-line coursework, or (c) offered privately through a nonprofit provider, provided such student achieves a passing grade on an examination prescribed, within available appropriations, by the Commissioner of Education and such credits do not exceed four
- toward meeting the high school graduation requirement upon achievement of a passing grade on a subject area proficiency examination identified and approved, within available appropriations, by the Commissioner of Education, regardless of the number of hours the student spent in a public school classroom learning such subject matter
- toward meeting the high school graduation requirement upon the successful completion of coursework at an institution accredited by the Department of Higher Education or regionally accredited

Actions to Date:

☑ Collecting and compiling course pathways grades 6-12

Actions Still Needed

Revise or establish policy and regulations for credit course work in the middle school
Identity high school courses that will be offered at the middle school level for credit

Requirement #4
Can grant credit for online coursework

High school graduation requirements can be met upon successful completion of on-line coursework provided the local board of education has adopted a policy for the granting of credit for on-line coursework.

Actions to Date:

☑ Preliminary meetings and collection of resources for online coursework

Actions Still Needed:

Revise or establish policy and regulations for on-line course work
Determine implications of on-line course offerings for:
   a. Resource allocation (how is on line offered, where is it offered)
   b. Staffing implications (if offered, who teaches it)
   c. Fiscal implications (who pays)
   d. Scheduling implications (when is it offered)
   e. Potential contractual issues

Requirement #5
Record students' career and academic choices in Grades 6-12
The local board of education shall collect information for each student enrolled in a public school, beginning in grade six that records students' career and academic choices in grades six to twelve, inclusive

Actions to Date:

☑ Established Student Success Plan Committee
☑ Developed a draft document defining the vision and purpose of student success planning and the action plan to achieve Student Success Planning across Grades 6-12
☑ Incorporated and embedded the School Counseling Curriculum into the plan
☑ Identified the delivery models, methods and programs presently in place at the secondary level and identified assured experiences for each grade level
☑ Initiated pilot of draft plan in grade 6 this year

Actions Still Needed:
   Research and finalize the vehicle(s) for collecting and tracking information for each student, grades six to twelve
   Review of grade 6 pilot results to make any adjustments, modifications or changes for full implementation next year
   Plan for grade 7 pilot implementation for next year

Requirement #6:
SDE pilot: board examinations to substitute for high school graduation requirements in Grades 9-12

- The Department of Education may establish a board examination series pilot program to allow local boards of education to permit students in grades nine to twelve, inclusive, to substitute achievement of a passing score on a series of examinations approved by the State Board of Education for the high school graduation requirements
- The State Board of Education shall issue a board examination certificate to any student who has successfully completed such program. Such board examination certificate shall be considered in the same manner as a high school diploma for purposes of determining eligibility of a student for enrollment at a public institution of higher education in this state.
- Notwithstanding the high school graduation requirements, a local board of education shall permit a student to graduate from high school upon the successful completion of the board examination series program

Actions to Date:

Actions Still Needed:

   Waiting for State Department of Education to release update information

Requirement #7:
Conduct two flexible parent-teacher conferences each school year

Commencing July 1, 2010, and each school year thereafter, districts are required to conduct two flexible parent-teacher conferences each school year

Actions to Date:

☑ Requirement of legislation met
☑ Implemented in 2010-2011

Requirement #8:
Provide advanced placement course program
Commencing July 1, 2011, and each school year thereafter, each local board of education shall provide an advanced placement course program. "Advanced placement course program" means a program that provides courses at the high school level for which an advanced placement examination is available through the College Board

Actions to Date:

☑ Substantially implemented at both high schools

Dr. Eileen Howley, Assistant Superintendent for Instruction and Curriculum, Dr. Donna Nestler-Rusack, Administrator for District Improvement Planning, and Michael Renkawitz, Principal of King Philip Middle School will be available to answer questions.

West Hartford Public Schools Student Success Planning 6-12

Vision and Purpose of Student Success Planning:
Student Success Planning is an individualized student driven process that is designed to help every student to achieve post secondary educational and career goals. The process is designed around three core components: Academic Development, Career Development, and Social, Emotional and Physical Development. These core components drive a series of experiences for students across the grades that are delivered through: 1) whole school, or grade level, or course level experiences; 2) the School Counseling 6-12 Curriculum Framework; and 3) individual and on-line experiences with documentation (i.e., Bridges and Naviance). This process creates multiple opportunities for students to acquire and demonstrate academic, career, and personal life skills. It also provides students with on-going support to set and monitor goals for personal and academic growth and serves as an individualized, student-driven plan.

The Action Plan to Achieve "Student Success Planning" Across Grades 6-12
To accomplish this, the following action plan articulates a set of experiences that are designed to help every student be successful. It is organized around the core components of Academic Development, Career Development and Social, Emotional, and Physical Development. It specifies the key or essential questions that students are expected to answer in grades 6-12 inclusive, as well as the range of opportunities in each of the three core components.

Core Component One: Academic Development

Student interest and aspiration are the basis for the development of student's academic program. A planned academic program includes the selection of rigorous courses linked to interest, skills, and career pathways; selection of courses for the attainment of education and/or career goals; progress toward successful completion of the senior exhibition project; and ongoing support and assessment of progress and timely intervention.

How Do I Realize My Full Potential As A Life-Long Learner?

	Essential Questions	**School Counseling**	**Whole School, Classroom, Course, Or Individual Student**	**How Will We Know Students Have Learned It?**
Grade 6	• How do I become a successful student in middle school? • How do I make good decisions about managing my coursework and activities that I enjoy?	**Time Management:** -Identify and apply time management strategies	• Electronic Bridges portfolio • Interest inventory • Advisory groups – lessons on study skills, time management, goal setting & organization w/ student self assessment component	
Grade 7	• Who am I as a learner? • How do I develop a wide range of interests to support my learning?	**Learning Style and Study Skills:** -Identify your learning style and analyze skills in relation to learning style	• Electronic Bridges portfolio • Interest inventory • Identify individual learning styles & analysis of skills • Career day with connections to content areas	
Grade 8	• How do I make appropriate academic decisions that broaden my opportunities? • How do I plan for a 4-year high school program that aligns with my interests and goals?	**Decision Making:** -Identify your decision making style, examine the factors that influence the decision making process and evaluate a decision making model	• Electronic Bridges portfolio • H.S. course selection lessons/Naviance • H.S. choice options fair	
Grade 9	• How do I become a successful student in high school? • How do I build on my study skills and be effective as a	**Study Skills:** -Identify and apply study skills -Create my ongoing student success plan	• Transition/goal setting study skills • Learning style inventory • "Plan" ACT program	

	learner? • How do I begin to think about college/career readiness? • How do I set long and short term goals?		• Meetings with counselor • Technology competencies	
Grade 10	• What are my personal strengths and interests? • How do I build upon my potential to meet my goals?	**Multiple Intelligences:** -Explain multiple intelligences and reflect on my own as it relates to school and career	• Personality inventory – Do What You Are • Course selection planning • PSAT with review of strengths and weaknesses • Technology competencies	
Grade 11	• What do I need to do to ensure that I am college and career ready? • How do I use my self knowledge to determine my senior demonstration experience?	**Test Taking Strategies:** -Identify and apply test taking strategies to standardized assessments	• Junior planning meetings	
Grade 12	• How do I continue to use my knowledge of my strengths and interests to make my senior exit experience a useful one? • How do I make good decisions about my future?	**Decision Making Process:** -Demonstrate an understanding of the factors that influence the decision making process -Evaluate and apply a decision making model	• Senior planning meetings • Mandatory research paper (US History)	

Core Component Two: Career Development

The students investigate their own interests and abilities as they relate to the world of work in the 21ˢᵗ century. The customized plan includes varied and flexible educational opportunities, personal connections and elective coursework, and targeted supports tied to each student's education and/or career goals. The plan includes: interest and ability inventories; career exploration activities and elective coursework; and postsecondary education and career pathway development.

What Do I Aspire To Be?

	Essential Questions	School Counseling	Whole School, Classroom, Course, Or Individual Student	How Will We Know Students Have Learned It?
Grade 6	• What are my personal strengths and how can I use them in planning my future? • What areas do I need to strengthen?	**Who Am I?** -Indentify personal strengths, analyze the relationship between personal strengths and future career choices	• Career clusters – identify courses needed for certain jobs/careers	
Grade 7	• How do I begin to develop an understanding of the broad range of careers? • What are the career clusters and where do my skills and interests fit in?	**Career Exploration:** -Identify skills, interests post secondary requirements as they relate to careers	• Career clusters – identify courses needed for certain jobs/careers • Career day • Career lessons in all academic areas	
Grade 8	• What is the relationship between my education and career opportunities? • How do I use my knowledge of college and careers to make appropriate course selections for high school?	**Budgeting for the Future:** -Identify the correlation between education/training and career/lifestyle options	• H.S. counselors speak with students about course selections	
Grade 9	• How do my skills and interests relate to the various career clusters? • How do I research careers for the purpose of future planning and goal setting?	**Skills and Interests:** -Describe the concept of career clusters, identify skills and interest as they relate to career clusters	• Course selection (college & career planning)	

Grade 10	• How does my personality type relate to my college and career interests? • What courses and programs should I consider as I refine/develop my career pathways plan?	**Personality Type and Career Exploration:** -Describe the concept of personality type -Identify personality type -Explore the relationship between personality type and career exploration -Analyze the impact of personality type on career satisfaction	• Personality inventory – Do What You Are • Course selection planning	
Grade 11	• Do my course selections align with my career pathways plan? • How do I ensure that my "personal profile" reflects my strengths, experiences, and potential for college/career.	**Post-Secondary Planning:** -Examine the steps necessary to register and prepare for standardized tests -Access and evaluate resources necessary to explore post-secondary options -Identify and apply personal considerations with respect to the college search process -Demonstrate the ability to navigate technology based resources -Construct a well written and professionally designed resume	• Junior planning meetings	
Grade 12	• How will my senior demonstration support my college/career plan? • How do I successfully transition to college/career?	**Interview Skills:** -Identify professional norms -Analyze effective interview skills	• Senior planning meetings	

Core Component Three: Social, Emotional and Physical Development

Each student's individual Student Success Plan supports positive social, emotional, and physical development, allowing students to more fully engage in the school environment and challenge themselves for optimal academic performance. Student success is exemplified through establishing and maintaining positive interpersonal relationships, managing feelings and emotions, engaging in behaviors supportive of positive physical health, demonstrating an appreciation of the needs of others, and embracing opportunities for academic, career, and post-secondary success.

How Do I Build Successful Relationships?

	Essential Questions	School Counseling	Whole School, Classroom, Course, Or Individual Student	How Will We Know Students Have Learned It?
Grade 6	• How do I effectively communicate with others? • To whom and where do I go for help both in school and out of school?	**Communication Skills:** -Analyze the impact of verbal and non-verbal communication -Demonstrate active learning and assertive communication skills -Explain how one's behavior affects others **Role of Counselor:** -Describe the role of the school counselor, identify how to access resources within the building -Explain the concept of confidentiality with respect to the student counselor relationship	• Student safety & self advocacy • Student needs assessment • Advisory groups	
Grade 7	• How do I develop effective interpersonal skills? • How do I develop skills and strategies to better manage stress in my life?	**Interpersonal skills:** -Explain how rumors, cliques, and perception can influence relationships with others -Identify skills and qualities that enhance personal relationships **Stress Management:** -Identify triggers to stress	• Student safety & self advocacy • Student needs assessment • Advisory groups	

		-Describe the physical and emotional affects of stress -Apply stress management techniques		
Grade 8	• How do I resolve conflicts? • How do I develop effective problem solving skills?	**Conflict Resolution:** -Identify and apply conflict resolution skills **Problem Solving:** -Identify and apply problem-solving skills -Analyze the factors that influence the problem- solving process	• Student safety & self advocacy • Student needs assessment • Advisory groups	
Grade 9	• How do I work effectively as a member of a team? • How do I develop self confidence and manage peer pressure?	**Teambuilding:** -Demonstrate skills to effectively interact with others in a group -Analyze the factors that impact the decision-making process **Peer Pressure:** -Apply strategies to manage peer pressure -Identify locus of control in stressful situations	• Stress management	
Grade 10	• How do I strengthen my communication skills? • How do I develop self advocacy skills?	**Effective Communication:** -Identify and apply effective communication skills **Advocacy Skills:** -Describe effective and ineffective coping strategies -Differentiate b/w situations requiring peer support and those requiring professional assistance	• Stress management • Communication skills	

		-Identify referral resources		
Grade 11	• How do I develop an understanding for alternative points of view? • How do I broaden my skills and strategies to better manage the stress in my life?	**Stereotypes:** -Demonstrate understanding and respect for alternative points of view -Recognize and analyze alternative points of view **Coping Strategies:** -Identify triggers to stress -Analyze the impact of stress -Apply stress management techniques	• Stress management • Discipline related strategies • Community service requirement (American Goverment) • Strategies for respect and differing points of view • Diversity assemblies	
Grade 12	• How can I cultivate an appreciation for diversity? • How can I manage change and the transition to life beyond high school?	**Diversity:** -Recognize and appreciate cultural and ethnic diversity **Managing Change:** -Identify transitional milestones -Explore individual responses to change -Evaluate strategies to adapt to change	• Stress management • Diversity assemblies	