Student Success Plans - Grades 5-12

State law requires that school districts identify students who are at risk of dropping out of school using local criteria with input from teachers, school counselors and other appropriate school staff. Sycamore Community Schools looks at chronic absenteeism, failing grades, and repeated code of conduct offenses as risk indicators and will initiate a Student Success Plan as needed for students who meet this criteria, beginning at the fifth grade level. Parent participation in the development of the plan is vital and will include a discussion with the student about the importance of a high school diploma, a listing of the pathways to graduation available to the student, and a comprehensive plan for graduation developed with the help of the student's guidance counselor.

Edwin H. Greene Intermediate School

- Grade 5 & 6
- Identification
  - Students should be identified based on input from teachers, school counselors, and other staff based upon attendance, behavior, academics. Identification can take place at any point during the school year when **TWO** or more of the following identifiers are present:
    - **Attendance**: 30 hours of unexcused absences
    - **Behavior**: 2 or more office referrals in one quarter
    - **Academics**: student has new failing grade in one of the core academic classes
- Activity:
  - Meet with School Counselor
    - Meeting 1: SC/Student - Initial Student Success Plan Meeting
    - Meeting 2: Team meeting (teachers, SC, admin) - discuss student success plan as created in meeting 1 & academic and career interest data for student/grade level reflection sheet.
    - Meeting 3: SC/Student - academic update - planning for academics & set goals for next school year
  - Reinforce Learning Targets for 5&6:
    - I understand Ohio's 16 career clusters.
    - I know and can describe my interests and work traits.
    - I know how to locate and use career information resources.

*Throughout the entire process, administrator, school counselor or necessary staff member will provide follow up to connect student with interventions, career opportunities as it relates to their interests, other connections that may be provided by the building/district to help the student find career connections or success academically.

Sycamore Junior High School

- Grade 7 & 8
- Connection
  - School Counselor collaboration regarding students identified in grades 5 & 6, transition of Student Success Plans & other information regarding the students
  - Identification of new students/Re-evaluate list of participants
- Identification
  - Students should be identified based on input from teachers, school counselors, and other staff based upon attendance, behavior, academics. Identification can take place at any point during the school year when **TWO** or more of the following identifiers are present:
    - **Attendance**: 30 hours of unexcused absences
    - **Behavior**: 2 or more office referrals in one quarter
    - **Academics**: student has RTI previously in place, new failing trend other than typical transition concerns
- Activity
  - Meet with School Counselor Quarterly
    - Meeting 1: SC/Student - Student Check-In (or initial meeting) using Guiding Question sheet
    - Meeting 2: Team meeting (parents, teachers, SC, admin) - academic and career interest data for student/grade level reflection sheet and goals for the year
    - Meeting 3: SC/Student - academic update - planning for academics & set goals for next school year
    - For 8th grade: review high school planning/course options

- Reinforce Learning Targets for 7&8:
  - I know and can describe my interests and work traits.
  - I know and can describe my academic strengths.
  - I understand Ohio's 16 career clusters.
  - I can describe the educational options available to me.

*Throughout the entire process, administrator, school counselor or necessary staff member will provide follow up to connect student with interventions, career opportunities as it relates to their interests, other connections that may be provided by the building/district to help the student find career connections or success academically.

Sycamore High School

- Grades 9-12
- Identification of new students/Re-evaluate list of participants from previous building
  - New Identification - End of Each Quarter
  - Students should be identified based on input from teachers, school counselors, and other staff based upon attendance, behavior, academics. Identification can take place at any point during the school year when **TWO** or more of the following identifiers are present:
    - **Attendance**: 30 hours of unexcused absences
    - **Behavior**: 2 or more office referrals in one quarter
    - **Academics**: student has RTI previously in place, new failing trend other than typical transition concerns, student is failing 2+ core courses
- Connection of Previously identified
  - School Counselors/Admins meet to transition Student Success Plans from Grade 8 to 9.
  - If additional counselor transition meetings need to happen, implement accordingly

- <u>Student Success Plan Meetings</u>
  - Initial Meeting/Newly Identified:
  - **Before a district develops a pupil's Student Success Plan, district staff will invite the student's parent, guardian or custodian to assist. If that adult does not participate in the plan development, the district will provide the adult a copy of the plan, a statement of the importance of a high school diploma and a listing of the pathways to graduation available to the student.**
    - Admin/Student - Communicate with parent/guardian about meeting with student who is identified and Complete Student Success Plan within Dashboard
      - Follow Up Meetings:
        - See Suggested Grade Level topics
        - If identifying criteria continues, hold a Team Meeting including Parents, Counselor, Administrator to inform and problem solve
        - Yearly Team Meeting - Review current SSP & discuss plan for senior year (any credit recovery needed, any steps necessary during senior year for post high school/career success)

*Throughout the entire process, administrator, school counselor or necessary staff member will provide follow up to connect student with interventions, career opportunities as it relates to their interests, other connections that may be provided by the building/district to help the student find career connections or success academically.

- **9th Grade Suggested Topics:** Review academics, career assessment/course plan, discuss PreACT 9 test results/importance, set goals for 10th grade, discuss study skills/time management
- **10th Grade Topics:** Review academics (credit recovery, if needed), career assessment results, course path, discuss Pre ACT results/importance
- **11th Grade Topics:** Review academics, complete college/career education search, set graduation goals
- **12th Grade Topics:** build steps necessary for executing plan for career success/post high school education

Example Junior High/High School Student Success Plan

Student Name: _____   Date: _____

Current Grade: _____

Areas that I need to improve in school:

	My Attendance	# of days Absent: _____	# of Tardies: _____
	My Grades	English: ____ Math: ____	Science: _____ Social Studies: _____
	My Behavior	# of office referrals: _____	

On a scale of 1 - 10 (1 is awful - 10 is awesome)

School		Because:
Homelife		Because:
Friendships		Because:

One person who cares about me at school is _____.
- I know this because......

My education is important because..........

The difference between a job and a career is.......

When I am older, 3 careers that I am interested in include:

①_____   ②_____   ③_____

7) Below is a list of skills/character traits that make a **good** employee.

Circle the ones that you are demonstrating here at school.

How will these traits be helpful in your career?

Punctual (on time)	Trustworthy	Responsible
Helpful	Compliant (follows rules)	Team-Player
Caring	Hard Worker	Motivated
Eager to Learn	Creative	Organized
Determined	Efficient (gets work done on time)	

8) Below is a list of behaviors/character traits that make a **poor** employee or cause people to lose a job.

Circle the ones that you have been demonstrating at school.

How might these behaviors/traits keep you from achieving your career goals?

Lazy	Negative
Absent Often	Late
Rebellious (breaks rules)	Disrespect
Not Prepared	Not Meeting Deadlines
Uncooperative	Not Listening

9) I can improve my attendance by:

- What changes do I need to make for this to happen?

- Who can help me with this?

  I can improve my behavior by:

- What changes do I need to make for this to happen?

- Who can help me with this?

  I can improve my grades by:

- What changes do I need to make for this to happen?

- Who can help me with this?

Name _____ Date _____

Success Plan: E.H. Greene Intermediate

1)Areas that I need to improve in school include:
☐ My attendance

☐ My quarter grades

☐ My behavior

2) One person who cares about me at school is _____.
I know this because…...

3) My education is important because……….

4) The difference between a job and a career is…….

5) When I am older, 3 <u>careers</u> that I am interested in include:

① _____
② _____
③ _____

6) What skills/character traits do I have that will make me a good employee? How will these traits be helpful in my career?

7) What behaviors/character traits am I displaying that may cause me to lose a job? How might these behaviors/traits keep me from achieving my career goals?

8) My Goal is:

⊠ _____

⇒ The changes I need to do to make are...

⇒_____ can help me with this by...