Student Success Plan for JFK Middle School

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Some information during this presentation was adapted from William Damon's “Path to Purpose” from the Naviance Summer Institute 2011
The state Department of Education has required all towns in CT to implement student success plans by July 1, 2012.

“The SSP (Student Success Plan) is an individualized student-driven plan developed to address students’ needs and interests. The Plan includes strategies to help every student stay connected to school and achieve postsecondary educational and career goals. The SSP is built around three care components: Academic Development, Career Development and Social/Emotional/Physical Development. This Plan begins in Grade 6 and continues through high school to provide the student support and assistance in setting goals for social, emotional, physical and academic growth, meeting rigorous high school expectations, and exploring postsecondary education and career interests.” (State Department of Education, CT)
The SSP Process will be fully implemented by 2016 and will create, support and document the following:

- Periodic interaction between mentor/advisors and students
- Progress in meeting and setting standards and high expectations for all students
- Develop connection between school and community
- Goal setting, tracking for personal & academic growth and career
- Progression of student’s goals found in electronic portfolio
- Written student reflections
- Enhanced communication between school and home
- Early identification of students who present risk factors for not succeeding/graduation and develop a plan for improvement
- Proactive support and intervention
Goals of the SSP

**Students:**

- To ensure that students feel safe, comfortable and connected to their environment
- To make students more active participants in their education as learners and also as managers
- To have each student learn more about their abilities and encourage them to work to their full potential
- To learn about goals and understand the importance of setting realistic positive goals and to allow students opportunities to change
Goals of the SSP, cont.

Staff:

- To learn more about student potential and their strengths and weaknesses
- To encourage students think about doing something they would like to do for work/career
- To demonstrate how performance in school is related to having choices in a career they will enjoy
- To support and make connections with students during their academic career
Objectives for Student Success Plans (SSPs) for Counselors

- Begin creating flexible SSPs at the Middle School level for each student
- Encourage and motivate students to become active participants in their educational plan by taking ownership of their choices and behavior
- Discuss the importance of Goal Setting (short term, long term and personal goals)
- Ensure that each student has an electronic SSP with educational goals that can continue beyond High School
- Have new students complete a survey with personal interest to get to know them
Objectives for Student Success Plans (SSPs) for Counselors, cont.

- Apply all student information gathered to assist in making high school course choices that will pave the way towards college, career and work goals.
- Share information with High Schools in order to provide continuity within the program.
- Utilize information gathered from grades 6-12 to assist with college choices, decisions and the application process.
- To support and make connections with students during their academic career.
Components of Effective SSPs

- Academic Development
  - Students will acquire knowledge, skills and attitudes that contribute to effective learning in school and throughout life
  - Students will begin to understand the relationship of academics to the world of work and to life at home in the community
Career Development

- Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions
- Students will employ strategies to achieve future career success and satisfaction
- Students will understand the relationship between personal qualities and education
Components of Effective SSPs

- Personal/Social Development
  - Students will develop an understanding and respect for self and others
  - Students will understand the necessary steps for decision making and goal attainment
  - Students will acquire safety and survival skills
Grade 6

- **Academic**
  Be aware of academic challenges, expectations, and responsibilities as he/she becomes a middle school student
  Study Skills
  Goal Setting
  Learning Style Survey
  21st Century Skills

- **Career Development**
  Demonstrate an awareness of Vocational Education and career opportunities
  Explore careers
  Goal Setting
  Portfolio~ Identify Interests

- **Personal/Social**
  Become familiar with Guidance role and services
  Decision Making Skills~ Self regulation, Respect for others/self, and Appreciation of self, and Self Advocacy
  Transition to Middle School
  Transition to Grade 7
  Demonstrate awareness of decisions, choices, and outcomes – Making Life Choices
Grade 7

- **Academic**
  - Time Management/Study Skills
  - Goal Setting
  - Awareness of Learning styles
  - Portfolio connects to academic performance
  - Compute GPA~ Academic Performance and Success
  - Responsibility for Success & Educational Planning
  - Understanding and Utilizing Academic Support

- **Career Development**
  - Exposure to Career Clusters (student achievement)
  - Goal Setting

- **Personal/Social**
  - School Climate~ Establishing positive peer relationships, and Appreciate/Respect for others
  - School Community Involvement
  - Decision making skills~ Goal setting, Effectiveness of Decisions
  - Self-Advocacy and Advocacy for peers
  - Healthy and Safe Appropriate Life Skill Choices – Self Regulation
  - Portfolio~ Interests and personal life styles
  - Transition to grade 8
Grade 8

- **Academic**
  - Transition/College Planning
  - Portfolio~ Academic Performance & Personal Areas of Interest
  - Awareness of Learning styles
  - 21st Century Skills
  - Utilizing academic support

- **Career Development**
  - Career Planning and Preparation
  - Goal Setting
  - Keys to Naviance

- **Personal/Social**
  - Conflict Resolution
  - Respect for Self & Others
  - Decision Making Skills (healthy life skills/choices)
  - Social Emotional Self- Regulation & Appropriate Self-Advocacy
  - School Community Engagement
  - Portfolio~ Interests/personal life styles
  - Transition to the high school
SEPTEMBER 2012

- **Academic** - Portfolio with connection to academics (i.e.: CMT data gathering and district wide assessments) (6, 7, 8)
- **Social/Emotional** - intro to safe school climate activities (i.e.: Rachel’s challenge, assemblies) (6, 7, 8)

OCTOBER-NOVEMBER 2012

- **Academic** - Goal setting (6, 7, 8)
  - Decision Making (6, 7, 8)
- **Career** - Interest Inventory (6, 7, 8)
- **Social/Emotional** - Conflict Resolution Skill Development (6, 7)

NOVEMBER-APRIL 2013

- **Academic** - Learning Styles (6, 7, 8)
  - Responsibilities for Success (i.e.: time management, study skills, utilizing academic support) (6, 7, 8)
- **Career** - Career Clusters (7)
  - Career Exploration (6, 7)
DECEMBER-JUNE 2013

- **Academic** ~ Education/College Prep Planning (8)
  - Education Planning (6, 7, 8)
- **Career** ~ Career Keys thru Naviance (8)
- **Career** ~ Career Interest Exploration (7)

APRIL-MAY 2013

- **Academic** ~ Transitions (6, 7, 8)
- **Career** ~ Career Exploration (i.e.: Junior Achievement) (6)

ONGOING

- Portfolio Development (6, 7, 8)
- Responsibility for Success (6, 7, 8)
- Educational Planning (6, 7, 8)
- Technology Skills (6, 7, 8)
- Healthy and Safe Life Skill Choices (6, 7, 8)
- School/Community Involvement (6, 7, 8)
- Social/Emotional Self Regulation (6, 7, 8)
- Self Advocacy (6, 7, 8)
- Peer Relationships (6, 7, 8)