

64TH CONFERENCE ON EXCEPTIONAL CHILDREN

**WORKING TOGETHER
TO ACHIEVE STUDENT SUCCESS**



Graduation Plan

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What can we do to help!!???

54% of ABSS EC students dropped out in the 9th grade!

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Dropping Out and Why?!

- Many of our students were continually failing Algebra I (Math I) and English I as Freshman
- After multiple times in the same course students begin the thoughts of dropping out
- WHY GP?- Our GOAL is that the graduation plan will help with ensuring students are properly placed before entering in the 9th grade to help improve our EC student drop out rate!

MS/HS Transition Meetings

- Each 8th grade student is required to have a transition meeting during the spring prior to entering high school.
 - Held at the high school
 - Includes regular education teacher from both high school and middle school
 - Graduation Plan is completed at this time

Purpose of Graduation plan

- *The purpose of the Graduation Plan is to work as an IEP team during the transition meeting to determine the student's course selection for their high school career. Based on data presented, student, teacher and parent input the team will determine what courses are the best choices and what interventions will be needed in order to ensure success. This is a guide that will give specific instructions on how to properly complete all components of the Graduation Plan.*

Components of Graduation Plan

- Cover Sheet
- Actual Plan
- Student Worksheet

Purpose of Student Information Sheet

This is a basic sheet to complete that will give the information needed in order to complete the Graduation Plan appropriately. It includes all areas- attendance, behavior, assessments, grades and interventions, etc. This is updated annually with IEP.

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**ABSS EC Graduation Plan
Student Information Sheet - Step 1**

Student Name: _____ DOB: _____
Year Entering High School: _____

*Please fill out the information below for the transition meeting from 8th - 9th grade. Update information below annually as needed.

Student Information				
Final Secondary Goal (4-year college, university, college, training school, work, etc.)	Attendance	Behavior (IEP, OIS, FBA, BIP) (What additional interventions needed)	Extra Curricular Activities (Strengths, Interests, & Motivators)	Social Interaction (with peers, teachers, etc.)
COSE Reading Assessment Results (Instructional Level Score)				
San Diego Quick Assessment	Reading Comp	Vocabulary	Additional Notes	
Additional Reading Information				
Lexile Score	Qualitative Reading Inventory	Universal Screener (grade level & instructional)	Current ELA class performance	Additional Notes
Math Assessment Results				
SM (Quartile Scores)	Signature Data	Universal Screener (grade level & instructional)	Current Math class performance	Additional Notes
Current Academic Interventions and Levels				
Reading	Math	Writing	Additional Notes	

Purpose of Graduation Plan Sheet

This sheet is designed to help plan out a student's entire academic career while in high school. The team is to use the cover sheet data and input from team members to choose the courses based on selected course of study that are best suited for that student to ensure success and graduation.

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Question and Answer





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EC Graduation Plan Guide

The purpose of the EC Graduation Plan is to work as an IEP team during the transition meeting to determine the students course selection for their high school career. Based on data presented, student, teacher and parent input the team will determine what courses are the best choices and what interventions will be needed in order to ensure success. This is a guide that will give specific instructions on how to properly complete all components of the EC Graduation Plan.

Student Information Sheet – Step 1

Purpose: This will be completed using current student data. This data will be utilized to complete the EC Graduation Plan appropriately. The student information sheet should be updated annually with the IEP.

Data to be completed:

- Basic student info – name, DOB and year entering high school
- Post Secondary Goals- Where and what does the student want to do after high school?
 - Consider all options- School (4 year, 2 year, and community college), work force, military, etc.
- Behavior Data- include suspensions both in and out of school, attach discipline report if needed.
- Extra Curricular Activities/ Strengths, Interests and Motivators- list all things the student is involved in or interested in. List items the student is willing to work for as motivators for possible BIP or just basic incentives
- Social Interaction- describe how the student interacts with peers and teachers
- Reading assessments:
 - CORE reading assessment- fill out all areas based on the most current assessment given to the student.
 - Lexile score, QRI, Universal Screener data, Current ELA performance and EOG/EOC scores. These are additional data points that are will be very beneficial.
- Math Assessments:
 - SMI (Quantile Scores) – please list all scores and dates given
 - Brigance - list frustration and instruction level- give detail about areas of strength and concern.
 - Universal Screener data, Current Math class performance and EOG/EOC scores. These are additional data points that are will be very beneficial.
- Current Academic Interventions- list all current interventions and current levels
- If necessary once in high school attach a transcript

Course Sequencing – Step 2



Purpose: This sheet is designed to help plan out a student's high school academic. The IEP team should use the student information sheet and input from team members to choose the appropriate course of study and course sequencing.

How to Complete:

- With the IEP team have a discussion and select the course of study (Future Ready Core, Occupational Course of Study or Extended Content Standards)
- Based on course of study, as a team use the appropriate EC Graduation Plan – Sequencing document to make the proper course selections.
- For students following the Future Ready Core and OCS, please select the course sequencing document based on the year the student will enter high school.
- For Future Ready Core, you will need to first look at the sequence charts for each subject based on when the student will enter high school. Select a sequence the student will follow for each subject area (English, Math, Science, and Social Studies). Then once you have made those selections you will transfer that information into the chart portion of the EC Graduation Plan document as indicated below.
- Begin with English and work your way down the chart for each subject.
 - Use the data from the student information sheet to determine the sequence in each content area that will best meet the student's needs.
 - All Curriculum Assistance courses earn elective credit.
 - Be sure that IEP is written each year to match service time based on course selection
- When choosing electives use the ABSS course guide
 - Each student should have at least one elective their freshman year. Be sure that the electives chosen will help them achieve the courses needed for graduation.
 - If a student plans to attend a 4 year university, check the foreign language and math requirements carefully.
- Credits- A student can earn up to 32 credits during 4 years of high school. Per ABSS policy, a student entering high school in 14/15 school year will be required to obtain 28 credits for graduation.

Student Schedule Worksheet – Step 3

Purpose: This form will utilize the EC Graduation Plan – Course Sequencing information. It documents the course selection for the upcoming school year.

How to complete:

- Select the school year for the upcoming school year.
- Select the course of study the student is following.
- Using the EC Graduation Plan sheet the team has completed and transfer the courses for the selected year.

At the end of the meeting make a copy of the EC Graduation Plan and the student schedule worksheet. Place the EC Graduation Plan on top and staple the student schedule worksheet behind it. This should be given to the guidance department and high school EC teacher immediately after the Transition meeting to ensure scheduling is completed appropriately. All three pages should be placed with current IEP behind the minutes.