

Student Transition and Planning Program Project Plan (DRAFT)



Submitted By Thomas R. Stowell, Coordinator Transition and Planning Programs

Transition and Planning is a program comprised of a set of courses and seminars, which are designed to offer transitional support to students at both ends of the South Burlington High School experience. There are four courses attached to the Transition and Planning Program which, combined with the programs offered by the SBHS Career Development Center and the Guidance Office, aim to provide students with academic, career, and college awareness and development.

It is proposed that these programs be up and running for the 2003-2004 school year. This plan will outline decisions and the parties responsible for making each.

This is a working document and will be amended based on the specific needs of the SBHS School Community.

Overview:

The Transition and Planning Program expands current programming offered in the 9th grade and creates a comprehensive college, career, and academic planning program, which freshmen, sophomores, juniors, and seniors can participate in. If this program is to be a success, a number of decisions and considerations need to be addressed in the very near future. What follows is a plan of action that identifies the key questions, which must be answered and planned for in order to be operational for the 2003-2004 academic year.

The following is an overview of the larger issues and decisions facing us as we create this new program:

The Transition and Planning Program needs:

- ✓ A large meeting space that can sustain and function as a seminar space and computer lab.
- ✓ Computers and Related Technology
- ✓ Appropriate supplies and furniture as well as textbooks and other print and electronic resources.
- ✓ Publicity! – Faculty, Staff, Students, Parents, and the Community need to be informed.
- ✓ Cooperation, collaboration, and buy-in on the part of the faculty. This support is **critical** to the program's success

A. Space

The program is officially housed in the Career Development Center, which will be relocating to a new home within the South Burlington Community Library sometime this year. The CDC will act as a base of operations (as it already does for the PASS Program) and will provide the Coordinator of the program a space to conduct meetings, create materials, and complete administrative tasks.

While this home-base is important, the need is great for a dedicated space that can function as both a seminar space; able to accommodate up to 30 individuals (students, parents, etc.), as well as a dedicated computer facility for the creation of the Personal Learning Plans as well as the use of specific college and career development computer programs like Choices, CX Bridges, and others.

Possible locations include: The current SBHS Writing Lab, Room 205, or Room 139 in the technology wing. The most logical choice, for its proximity to both the Guidance Offices and the Career Development Center, would be the current SBHS Writing Lab. The Writing Lab could be moved to room 205, thus allowing the English Department more direct access to their lab. Major renovations to Room 205 would be necessary in order to accommodate this move. Minor remodeling would be necessary in the current Writing Lab in order to accommodate the Transition and Planning Program. Room 139 would require fewer renovations but is not located close to other offices.

It is believed that the \$10,000 currently earmarked for construction in the Career Academy Grant could cover these costs, either in part or in full.

The following is a timeline for decision-making related to space for this program:

Seminar and Computer Lab Space			
Specific Program Component	Parties Responsible	Target Completion Date	Completed
1. Identify Appropriate Space	Pat Burke Peter Ross Jim Shields Tom Stowell	March 1, 2003	
2. Administrative Discussions (with current occupants of the room).	Administration	March 15, 2003	
4. DNS Work Orders for moving any existing equipment to a new location and the setup of new equipment for the College and Academic Planning Program.	Pat Burke Steve Barner (CA Grant) Tom Stowell DNS	March 15, 2003	
3. Planning For Renovation – Punch List creation for all rooms included in this move.	Pat Burke Peter Ross Department Head For Displaced Area Tom Stowell	April 1, 2003	
4. Renovation of all areas effected	Physical Plant	July 1, 2003	
5. Computer Set-up in effected locations	DNS (network connections) Tom Stowell (physical setup) Department Head for displaced area	August 1, 2003	
6. Classroom Setup and Preparation	Tom Stowell	August 15, 2003	

B. Technological Needs

All courses in the Transition and Planning Program will utilize computers, computer programs, and electronic portfolios to teach students about academic planning, searching and applying for college, and learning the skills necessary to be a key player in the job market. In order to ensure that this will occur, this program needs technology equipment. All technology should be ordered in time to allow for delivery before the expected installation date of **August 1, 2003**. **This may mean ordering equipment as early as March of this year.**

The following is a list of technological needs and a rationale for each piece of equipment:

Technological Needs			
Equipment	Number Requested	Rational/Use	Approximate Total Price
Computers and Monitors Includes CD Burners and adequate RAM	24 total (23 student, 1 presentation) 8 from CA Grant (3 for CDC Office) 16 from H.S. Technology Allotment	Creation of Personal Learning Plans, Computer Guidance Programs, Creation of a college/career interview portfolio.	\$24,000 (approximately)
Network Laser Printer – Multi-tray unit.	1	Printing of projects and other materials for student use.	\$1200.00
Color Deskjet/Officejet Printer	1 (to be attached to one machine)	Printing of color photographs for portfolios and projects	\$400.00
Scanner	2	E-PLP Photos, Documents	\$800.00 (\$400 each)
Adobe Acrobat (PDF Creator)	Site License	Add PDF Files (papers, projects, etc. to PLP's)	Unknown
Photoshop Program	Site License	Edit Photographs, images for PLP's	Unknown
Presentation Projector	1	Teaching and student presentation tool.	\$1500.00
Overhead Projector	1	Teaching Tool	Unknown
Digital Camera	1	PLP's	\$450.00

C. Supplies, Furnishings, Textbooks, Etc.

A small number of supplies, furnishings, and textbooks will be required to fill the newly created space and allow for the teaching of all program courses. They are as follows:

Equipment and Supplies		
Name	Quantity	Approximate Costs
Desks or Tables/Chairs	Depends on configuration	\$9,000
Projector Screen	1	\$1,000
Locking Storage Closet	1	\$399.00
Bulletin Board	Depends on configuration	Built onsite
Whiteboard	0	\$500.00
Career Related Books	Depends	\$2,000
Textbooks – Jr. Sr. Courses	20 minimum	\$5,000
Project Supplies	Multiple Items	\$500.00

D. Program Curriculum

The 2003-2004 school year would see the creation of three new courses. The creation of all new courses will require careful planning to create the curriculum and related materials for each of the courses that are a part of this initiative.

What follows is a plan for the creation of curricular materials and course outlines for each of the components of the new Transition and Planning Program:

Freshman (9th Grade) Seminar

Specific Program Component	Parties Responsible	Date To Be Completed By
1. Teaching Schedule	Pat Burke Jim Shields Peter Ross Tom Stowell	March 1, 2003
2. Student Schedule and Sign Up	Pat Burke Jim Shields Guidance Counselors Ginger Phelps	March 1, 2003
3. Program Curriculum and Resources	Tom Stowell Input from Guidance Input from CDC Darlene Worth	June 1, 2003

College and Career Exploration for Juniors Life After High School - Senior Transition Seminar

1. Student Sign-up and Scheduling	Pat Burke Jim Shields Guidance Counselors Ginger Phelps	March 1, 2003
2. Program Curriculum	Tom Stowell Input from Guidance Input from CDC Darlene Worth	April, 2003
3. Textbooks and Resources	Tom Stowell Input from Guidance Input from CDC	April 1, 2003

Summer College Tours

Specific Program Component	Parties Responsible	Date To Be Completed By
1. Revised Proposal and Cost Projection	Tom Stowell	February 17, 2003
2. Final Decision to "Go" or not	Pat Burke	February 21, 2003
3. Marketing to Parents	Pat Burke Guidance Office Tom Stowell	Begin March 1, 2003
4. Survey Sophomores and Juniors	Mentor Groups Tom Stowell Pat Burke	By March 31, 2003
5. Application and Sign-up	Tom Stowell Guidance Office	April 1, 2003
7. Decisions on Attendees	Tom Stowell Committee to be formed	April 15, 2003
8. Notification to Attendees	Tom Stowell Administrative Help	April 20, 2003
9. Itinerary for Trip	Tom Stowell	May 30, 2003
10. Pre Seminar	Tom Stowell	June
11. Trip	Tom Stowell Another to be identified	June or July
12. Post Seminar	Tom Stowell	June or July

E. Personal Learning Plans

Personal Learning Plans (PLP) seem to have been received well by students. There is still work to do to “legitimize” the PLP process for students, but it is believed that this legitimacy will come with further exposure and continued development and maturity. At the conclusion of this academic year, nearly all 9th grade students will have a PLP. What follows is a timeline for decision making surrounding the phasing in of Personal Learning Plans at SBHS.

Personal Learning Plans		
Specific Program Component	Parties Responsible	Date To Be Completed By
1. Form an internal steering committee (or add to the roster of a pre-existing committee) for PLP content and “look”. Also discuss how PLP’s can be infused into other more mainstream courses.	Tom Stowell Administration Darlene Worth Nancy LaVarnway Guidance CAS	June – August, 2003
2. Create a “holding” database for all current PLP’s so that teachers and administrators can access information on students.	DNS Tom Stowell	August 1, 2003
3. Create a plan for students to continue to update and edit their Personal Learning Plans.	Tom Stowell Administration CAS	August, 2003 (CAS Retreat?)
4. Create an external “think tank” group made up of outside business owners, college administrators, and parents to help keep us focused on the uses of PLP’s.	Tom Stowell Nancy LaVarnway Administration	August, 2003

Creating and maintaining Personal Learning Plans will require a huge commitment of time, energy and equipment. In order for Personal Learning Plans to be successful, faculty must buy into the concept and begin to utilize it in their courses. PLP’s are an excellent tool to monitor progress over time. Personal Learning Plans can become complex and take on more of an electronic portfolio format. We simply need to determine what our goal for PLP use will be at SBHS. The committees will help us to accomplish this goal.

F. Marketing Strategy

A winning marketing strategy will be the determining factor in the success or failure of this program. Therefore, a marketing plan for the College and Academic Planning Program follows. This plan is meant to build a capacity of understanding among the school community (students and faculty) and among the larger community of South Burlington.

Marketing Plan		
Specific Marketing Strategy	Responsible Parties	Date To Be Completed By
1. Faculty Meeting Discussion of Programs	Tom Stowell Pat Burke	February 28, 2003
2. Letter to Parents of all Sophomores and Juniors	Tom Stowell Pat Burke	February 28, 2003
3. Sophomore and Junior Parent Meeting	Tom Stowell Pat Burke	March 15, 2003
4. Presentation to the Sophomore and Junior Classes	Tom Stowell	March 15, 2003
5. Posters	Tom Stowell	March 1, 2003
6. Program Brochure	Tom Stowell	March 15, 2003
7. Website for Transition and Planning Program – Freshmen Page links to it as does guidance and CDC.	Tom Stowell	August 1, 2003

All of the components of this plan, working in tandem, will allow for the successful creation of this new and exciting program for SBHS students. This program will far exceed what is being offered to students at local high schools and will again focus the attention on the high level of support services that SBHS continues to offer to its students. This program is cutting-edge and responds to the needs of students. It will continue to change as the needs of the students change.