

College and Career Readiness Class

Vision

In Doherty High School's College and Career Readiness class, a trusted and caring staff member provides support for the academic, social, and emotional wellbeing for each student. We:

- Enhance self-awareness including interests and learning styles
- Provide academic support and enhancement
- Progress monitor
- Guide goal setting and execution
- Empower students to stay engaged in their future

College and Career Readiness Goals

Goal 1: Create a safe, predictable, and trusting environment in which every student is well known, and the overall atmosphere is characterized by creating a caring student- to- advisor relationship and respectful peer-to-peer relationships.

Goal 2: Students understand themselves as members of a community and draw a benefit from and contribute to their different communities.

Goal 3: Students understand themselves as individuals and learners through a strong repertoire of activities that focus on academic skills, cognitive habits, and intellectual habits that will help ensure their secondary and post-secondary success.

Goal 4: Students become stewards of their own future by ensuring that they understand the importance of planning for their own personal, academic, and professional success during high school and beyond.

CCR Teacher expectations

1. Check the CCR teacher Schoology site weekly to see what the expectations are for the week. The calendar will have the basic information and lesson plans (when needed). The calendar and lesson plans will be updated each week on Monday afternoon. However, the calendar also includes upcoming events and activities throughout the year so you can refer to it for some advanced planning.
2. Progress monitoring/goal setting - 15 minutes
 - a. Once a week (should we designate a day?)
 - b. For ALL students. Some students who are struggling may need more time, while other students may use the rest of the time for homework.
 - c. Progress monitoring can address setting academic, social emotional, post-secondary, and/or athletic goals.
 - d. All CCR teachers must hold their CCR students in class for 15 minutes before allowing them to travel. Remind your students that this is not the end of class, that they are expected to use this time to meet with their teachers or work on their schoolwork. Note: the 15-minute window pertains only to days without additional lessons or business to conduct. On those days, the lesson in the Schoology teacher folder will let you know when you can release students for travel.

- e. All teachers must work with the students, especially the struggling students, to ensure they are using their time appropriately and visiting the teachers that they need to see. For students who have multiple failing grades, help them prioritize their CCR time.
 - f. The progress monitoring tool on the Schoology site is a recommendation. Students can use other progress monitoring tools. For example, 9th graders use a different progress monitoring tool already in the Spartan Center.
3. Virtual travel will follow the progress monitoring time.
- a. Virtual travel is a critical opportunity for our students to seek you out for assistance. We have focused a lot of attention on those who are struggling, but as travel becomes part of our culture, other students will use this time as well.
 - b. It is important that our students know where to find their teachers during travel. With that in mind, all teachers must post a link to their meeting sites on each of their Schoology classes. Please communicate with each of your classes and let them know where to find the link so they know where to find you during virtual travel.
 - c. All teachers must keep their gradebooks as updated as possible so the students and CCR teachers are using accurate data.
 - d. All teachers must be available to students for the entire class period. Please keep in mind that some of our students are trying to see multiple teachers, so it is possible that they will come to your class later in the period.

Student Expectations

1. Students must attend CCR class.
2. Students must take an active role in their progress monitoring and goal setting. This will look different per student. If a student is excelling in all of their classes, they can use this time to do a quick grade check and work on homework. They are expected to stay in the class until travel begins.
3. Students will use virtual travel effectively. They need to use their progress monitoring goals as a guide to determine what they are doing for the period.
4. If a student is not traveling, students need to include their plan on what they are doing during the period. The communication is key.

Classroom Teacher Expectations

1. All teachers are expected to engage in CCR for the entire class period. This includes both the CCR time, and the student travel time.
2. Classroom teachers need to be proactive with virtual travel. When calling families, let them know that you are available during CCR time for the student to get additional help. Also, don't wait for a student to schedule time with you. Talk to your students and schedule the time for them to come and see you.

3. Effective travel is an intervention. Document who has visited you, and if it was successful. I have found this to be a valuable piece of information in the past when working with struggling students and their families.

Best Practices

4. Effective travel is an intervention. Document who has visited you, and if it was successful. I have found this to be a valuable piece of information in the past when working with struggling students and their families.

5. If one of your struggling students has not traveled to see you, communicate with their CCR teacher so they can help the student get to where they need to be.

6. Use comments in the gradebook. If a student is missing a test or assignment that can be made up during CCR, put that in the comments. The student, parents and CCR teacher can see that.