

“Tell me and I forget, teach me and I may
remember, involve me and I learn.”

~ Benjamin Franklin

Senior Exit Project

USD 389 Eureka High School

www.usd389.net

Stacy Coulter
Sheila Koup

Welcome to Eureka

- 7 – 12 building
- Mid-size 3A
- Faculty: 28
- High number of at-risk students
- High percentage of low SES students
- Academic Support Program
 - Assists with students who lack parental support

Our Journey

- SEP began with a vision and goal to ensure post-graduation success
- Principal Stacy Coulter asked for volunteers
- Volunteers met for 2.5 days AFTER checkout
- Individual/collaborative brainstorming and research
- Building a project to fit our needs
- Team evolved
 - Met with principal initially
 - Allowed team members the time and space to create
 - Offered feedback each time a component was generated
 - Sheila Koup became spokesperson and chair for team

Senior Exit Project Rationale

Goals identified in SEP

Goals Presented to Students

Faculty-driven purpose

- Student-centered reflection process
- Real world application
- Desire to create college and career ready students
 - Critical thinkers
 - Productive citizens
 - Lifelong learners
 - Effective communicators

Student-driven purpose

- Prepare for college interviews or job interviews
- Create a scrapbook of high school
- Generate portfolio of high school career
- Showcase growth over time
- Real world application

Unveiling the SEP

- **Introduced by SEP Team:**
 - **Portfolio**
 - **Presentation**
 - **Interview**
 - **Provided the handouts**
 - **Fielded the questions**
 - **Promoted its potential**
- **Team functioned as resource for colleagues**

Everyone Invested

- **Classroom teachers: two-fold efforts**
 - **Selecting projects**
 - **Mentoring seniors**
- **Mentors for every senior**
- **Community & Civic Involvement**

Classroom Teachers

- All teachers
 - Identify 3 projects per course
 - Projects demonstrating growth
 - Culminating projects
 - Summative assessment projects
 - Facilitate completion of reflection piece
 - Identical form for all
 - Store document and reflection in student file
 - Housed in library

Mentors

- Each student assigned a mentor teacher
- Weekly meetings
- Interview practice
- Reviewed presentation and offered feedback
- Assisted with putting portfolio together

Community and School Service

Community	School
Contributing members of society	Provide involvement opportunities for students
Experience the joy of giving	Increase school pride
Gain insight into future employment opportunities	Documentation required
6 hours yearly	4 hours yearly
Verification required	Athletes, cheerleaders, band members, and Pop Chorale members earn 1 school service hour per completed season

Components of SEP

- **Portfolio**
- **Presentation**
- **Interview**

Portfolio

- **Emphasizes academic successes**
- **Documents school & community involvement**
- **Underscores school & community involvement**

Senior English

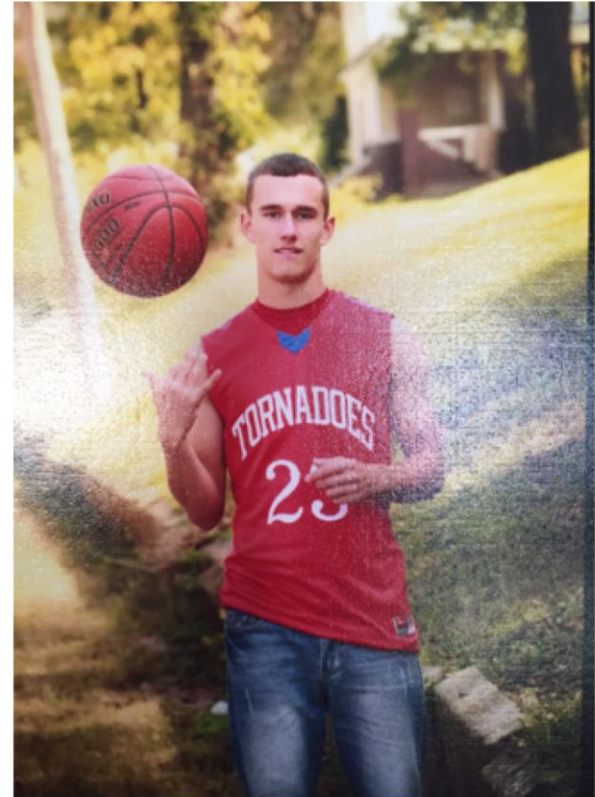
- Incorporate Power Point presentation development into lower level English class
- Reflective written pieces
 - Personal Creed created by John Creger
 - Complete as part of curriculum
 - This I Believe from NPR
 - Six Word Memoir
- Compare/Contrast of growth over time
- Utilize some class time to compile portfolio

My Personal Creed

The art of life is already given, but the things that mean the most in life are earned.



“Life is far too short to take everything so seriously. Have fun, laugh as much as you can, and always do what makes you happy.”



Personal Creed



Live life however you want to,
be crazy, happy, laugh all you
can and always be yourself,
because at the end of the day you
are all you have to be.

My Creed



Fate exists in many different forms, whether it is pleasant or unfortunate; you are responsible for your own actions. Events have a way of surfacing unexpectedly, so it is important to make decisions you will not regret and take chances and opportunities you deserve. Life is a beautiful mess, it's up to you how you organize it.

Presentation

- **Presents student thematically**
 - **Sports or Hobby analogies**
 - **Quotes from favorites books**
 - **Metaphors**
- **Features academic growth**
- **Highlights school & community involvement**
- **Reflects on SEP process**

Interview

- Opportunity for student to validate their growth through experiences.
- Questions evaluate student's post-graduation readiness.
- Focuses on student's experience, SEP process, growth over time, and preparation for the future.

Presentation & Interview Logistics

- Requires everyone working together
- 2-3 team members view/provide feedback for all presentations and interviews
- Film every presentation
- Attendees include (Invitations are given)
 - Family & friends of students
 - Junior students invited
 - Mentors and other faculty
 - Superintendent, administration
 - Board members
- Private room without disruptions
- Scheduled days and evenings



Modifying & Improving SEP

- Recruited new team members to work with us
- Changes made based on first year's project
- Revisit after each year's presentations to modify and improve

Successful Results

- **EVERY** student from the valedictorian(s) to the special education students facing the most difficult challenges create a portfolio, make a presentation and participate in an interview.
- **PRIDE across the district!**
 - Students
 - Parents
 - Teachers
 - Administration
 - Board members
 - Community

EJSHS Students Are Ready

- **Academic Preparation:**

- Purposeful student projects with reflection of growth
- Investment of ALL teachers working together for assessment of student success.

- **Cognitive Preparation:**

- Students problem solve, research, create, synthesize, and evaluate continually during the Senior Exit Project.

- **Technical Skills:**

- Students capitalize on their Flint Hills Tech College certifications and/or CTE courses to advance quickly into a career field featured in the SEP.

- **Employability Skills:**

- Students use basic skills, critical skills, interpersonal qualities, and explore career interests during the Senior Exit Project.

- **Civic Engagement:**

- Purposeful involvement is required with the SEP to give back to school, community, and society. Students reflect on the process of contributing to others' needs.



Sample Presentation

Contact Us for More Information

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