

Hillcrest Middle School 8th Grade Parent Coffee and Information

Welcome!!!!

Introduction

Department Chairperson – Mrs. JoAnn O’Connell

A- House Guidance 452-4508

- Mrs. Danielle Avery
- Mr. Alexander Kovachi
- Mrs. Catherine Lobdell

B- House Guidance 452-4514

- Mrs. Tracey Cranston
- Mrs. Catherine Hilser
- Mrs. Kristen Thompson

C- House Guidance 452-4519

- Mr. Gianfranco Broccolo
- Mrs. Lindajean Codd
- Mrs. Judy Zakim

Important Dates

Eighth to Ninth Grade Transition 2010

January 11	Eighth grade Parent Coffee & Information with THS Counselors at Hillcrest
January 14	Eighth grade Parent Coffee & Information with THS Counselors at Madison
January 13	Alternate date for Parent Coffee & Information in the event of a delayed opening or snow day
February 1 & 2	THS Counselors meet with eighth grade students in small groups to begin transition process. This includes: <ul style="list-style-type: none">✓ Introduction to counselors✓ Review Grade 9 Academic Requirements✓ Discussion of electives for Grade 9✓ Discussion of student concerns regarding transition✓ Distribution of Program of Studies booklets
February 5	Alternate date for student small group meetings in the event of a delayed opening or snow day
February 9	THS Counselors meet with teachers to discuss: <ul style="list-style-type: none">✓ Academic recommendations/prerequisites regarding courses✓ Teacher questions regarding course requirements✓ Changes to the Program of Studies booklet
February 9 – 12	Middle School Recommendation Days: <ul style="list-style-type: none">✓ Teachers make recommendations regarding World Languages and other elective classes on Course Selection Elective Sheet
February 26	Students return Course Selection Elective Sheet with parent signature
TBD	THS Peer Leaders meet with 8 th grade students

What about Electives?

- Students have room in their schedule for 2 credits of electives
- Trumbull High School and most colleges recommend 3 – 4 years of a World Language
- If your child did not meet the DRP standard, they need to take an elective called: “Reading Center” (full year)
- Electives in the arts are important to develop skills and talents

THS Course Descriptions

9th Grade

- College Preparatory (CP)
- Advanced College Preparatory (ACP)
- Honors

10th, 11th and 12th Grades

- CP
- ACP
- Honors
- Advanced Placement (AP)
- UConn Early College Experience (ECE)
- Housatonic College Career Pathways (CCP)

Profile of Successful College Preparatory Student

*College Preparatory - Curriculum is in alignment
with college expectations*

- Student who is working to develop the skills necessary to become an independent learner
- Student who continues to strive to meet goal on standardized testing
- Student who is working to improve his/her basic reading, writing, math and science skills

Profile of a Successful Advanced College Preparatory Student

Advanced College Preparatory – Curriculum in alignment with college expectations, featuring faster pacing, and deeper research and development of curriculum topics

- Student who has acquired the skills necessary to be an independent learner
- Student who has met goal in standardized testing
- Student who has acquired the basic skills in reading, writing, math and science and is building on them

Profile of a Successful Honors Student

Honors – Program requiring advanced criteria and recommendation

- Student who has consistently demonstrated being an independent learner
- Student who has performed at exemplary levels on standardized tests in the areas of reading, writing, math and science
- Student who has exemplary grades in academic subjects in both 7th and 8th grade

Course Placement Process

- Student academic courses are determined by a grid. The information from these grids will be used to determine course placement. This grid is filled out reflecting:
 - Standardized test scores (e.g. OLSAT and CMT's)
 - # of A's earned in each academic area in Grade 7
 - # of A's earned in each academic area in for the first two quarters of Grade 8
- Students will bring home a course placement sheet that has been completed by his/her teacher identifying recommended course for world language courses only. Parents and students will also choose their top three elective choices in addition to the world language choice.
- Letters should be sent home in May identifying student course selections. Students selected for Honors placement will be informed at this time.

Community Service

■ **EXEMPLARY**

Student participates in a variety of community service activities totaling 40 hours per year, or commits his or her time to one service organization for 60 hours per year. Student uses his/her organizational, leadership and strong interpersonal skills to coordinate volunteer service project(s) dedicated to helping the community. Student efforts are recognized and commended by the school organization and/or service director.

■ **PROFICIENT**

Student participates in a variety of community service activities totaling 20 hours per year, or commits his or her time to one service organization for 30 hours per year. The student serves in a leadership capacity periodically during his/her volunteer experience. Student efforts are recognized and commended by the school organization and/or service director.

Community Service (continued)

- **NEEDS IMPROVEMENT**

The student participates in community service in a limited capacity for fewer than 20 hours. Participation lacks complete commitment to the cause. There is evidence of only sporadic attendance at functions. Supervisor indicates a need for a stronger commitment to organized activities.

- **UNACCEPTABLE**

The student has not completed any Community Service activities.

Vocational Learning Opportunities

- Regional Center for the Arts
- Bridgeport Regional Vocational Aquaculture School
- Regional Agriscience and Biotechnology Program

Questions
