



**Name of School's Unique Redesign Program(s):**

CHS Circuit of Success: Be Curious About Everything

**Description of Components of the Redesign Program:**

As survivors of a school shooting, a "new normal" quickly became imperative. The call to redesign, rethink, and reimagine what a Chardon education is was thrust upon us. We could not, would not, continue in the status quo. This tragedy led to the need for systemic change and redesign of, not only our hearts and minds, but also our hopes of what a portrait of a Chardon Graduate could be. Our Topper Nation has transformed over the past six years into a compassionate, purpose-driven, student-centered, academically rigorous learning environment. Curiosity, inquiry, and self-determination, support Chardon Core Values: **C**ommunity, **H**umility, **A**chievement, **R**espect, **D**ignity, **O**ptimism, and **N**urture.

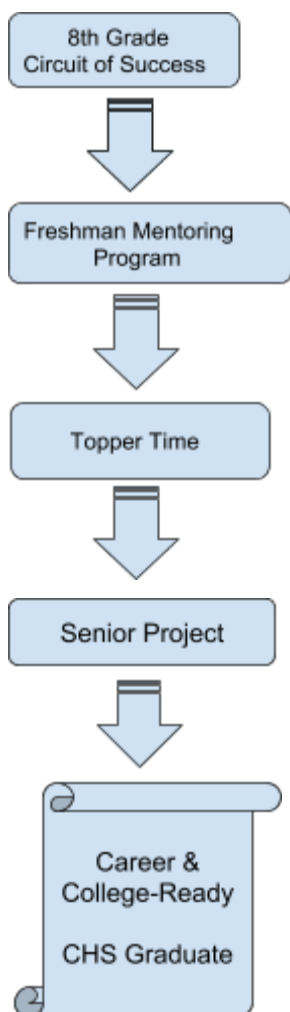
Chardon established the Freshman Mentoring Program (FMP) to provide mentoring to ninth graders to meet their educational and social transition to high school. This rich program has evolved and provided decades of intervention and enrichment for students in the ninth grade. In the wake of the tragedy in 2012, Chardon High School ELA teachers reached into the hearts of seniors by creating a capstone project for students to develop, plan, communicate, execute, and present. These projects currently mirror our core values. In a parallel timeline, the AC4P (Actively Caring for People) program was established. Its mission is to empower our students to be a group of people doing intentional acts of kindness to change the mindset of the world: a mindset of caring, of hope and of love for all people.

Five years later, Chardon High School implemented a modified block schedule which incorporated Topper Time, a 30-minute block, 3-days a week for Sophomores, Juniors, and Seniors to choose an enrichment activity or intervention/remediation session. Every Freshman participates in a semester of FMP and then may choose a Topper Time second semester. Topper Time is a unique way for staff and students to connect and form relationships outside of the academic classroom and in an inquisitive and more relaxed environment.

Due to a reconfiguration, our latest component of redesign is the Circuit of Success. This program gives us the opportunity to provide a rich and meaningful transition for our 8th graders into Chardon High School. Circuit of Success creates another lens for our teachers to expand opportunities and essential skills.

As members of EdLeader 21, our redesign uses the 4 C's of the 21st century education as our foundation. These programs will complete the portrait of a Chardon Graduate. One who is curious, tenacious, collaborative, inquisitive, and passionate about their educational purpose.

The Circuit of Success will be the focus of our proposal for the *2019 Redesigning for Student Success Conference* and is detailed below.



## PRINCIPLES OF LEADERSHIP

We believe **all students** have the capacity become authentic leaders and rise to the challenges the emerging generation will face. In a world of advancements in technology, globalization, partnerships and interactions amongst nations, severe environmental problems and humanitarian crises, there must be leaders who will build the future. The Leadership Circuit is where all 8th graders start developing these critical leadership skills.

Our definition of leadership encompasses two main ideas: that the most successful groups have more than one “leader” (participatory and shared leadership), and that most people can learn to exercise leadership. A component of our Leadership Circuit is to assist the students to recognize the many different leadership styles, discover which style they practice, and cultivate the idea that all members contribute to the leadership of the group.

Most people have a stereotyped image of a leader as a strong and powerful individual, someone who makes decisions, commands others, and speaks with charisma, but in an effective group, any member can be the leader when he or she influences the others to help the group reach its goals. It is unlikely that a single person can provide the necessary leadership in all situations and for all issues a group will face.

The main focus of the Leadership Circuit is our CHS Core Values. There is intensive examination and discussion of these principles using modeling and scenarios. Our goal is to show the students what our core values look like in practice and what to change as a leader if they are not being exemplified.

## **PRINCIPLES OF COMMUNICATION**

Let's communicate about communication. Does one simply "communicate?" As it turns out, there are many different styles of communication, ways to communicate, and just as many unique personalities in the mix. So, where do we start?

This course begins by looking at the individual and helps them to understand themselves on a deeper level. We will start with a Myers Briggs assessment and talk about the many different facets of a personality. What are the five pillars? How does this make you who you are, how does it affect your understanding of others, and how does all of this impact you in your daily experiences?

Students learn concepts and strategies pertaining to communication styles used in real-world situations. Skills and techniques essential to effective communication will be practiced in settings that include: intrapersonal (with yourself), interpersonal (face-to-face), small-group (face-to-face with a few), and public speaking (one to many). You will apply these skills and techniques through practical exercises that will enable you to incorporate them into your daily life.

Next, through the use of texts and personal essays, we study and role-play through the multiple ways of communicating. The three broad categories are nonverbal, written, and verbal. We will encounter these three forms in both small and large group settings, as well as formal and informal situations.

Set up like a college communications class, but pitched to engage even eighth graders, this course provides all students with the soft skills they need to be successful in school, careers, and life. So, bring yourself and an open mind. Let's meta communicate!

## **PRINCIPLES OF ENTREPRENEURSHIP**

Entrepreneurship is about more than just starting a business. It's about a game-changing product, eliminating poverty, and creating a better world. Introducing students to the concept of entrepreneurship as a choice for a better life is an integral element of the circuit of success.

This course links the ideals of entrepreneurship to the other courses in the circuit by guiding young entrepreneurs to find within themselves leadership, critical thinking for innovation, communication and

problem solving skills, and a global outlook. They are asked to stretch their comfort zone, often in teams, with projects that they can continue through their high school career.

A series of hands on activities is designed to introduce and reinforce teamwork, leadership, networking and critical thinking skills . These will form a base for students to shape their own ideas for a product or service (in teams or individually) that they then can develop into a full fledged business proposal.

The course will culminate in a “Shark Tank” style pitch competition in front of an authentic audience of local entrepreneurs, parents, and school administrators. Students will leave the course with a skill set that will allow them to further refine their idea or see other projects through to the presentation stage.

## **PRINCIPLES OF PROBLEM SOLVING**

Problem-solving may seem straightforward at first glance, but there are many students who stumble over one or more of the critical steps, failing to successfully resolve issues. Successful problem-solving requires several important skills that will help you proceed efficiently from identification to implementation.

This courses goal is to help students make sense of problems and persevere in solving them.

Proficient students will:

1. start by explaining to themselves the meaning of a problem and looking for entry points to its solution.
2. analyze givens, constraints, relationships, and goals.
3. make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt.
4. consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution.
5. monitor and evaluate their progress and change course if necessary.

This course will end with a five day problem solving activity where students will have to design a bridge with specific requirements (length of span, height of bridge, material used, holds a certain weight) using the strategies they developed throughout the course.

## **PRINCIPLES OF INNOVATION**

Improvements, enhancements, solutions stem from innovative thinking. Google, Apple, Ford, SpaceX, etc. thrive on innovative ideas. Life gets better with innovation. Just like any skill innovation needs to be learned and practiced too.

In this circuit students are reminded of the essential questions daily:

What is innovation?

Do innovators share common traits?

What skills are needed for success in the 21st century?

Is there a process to innovation?

The innovation circuit gives students the opportunity to take an existing idea/technology and make it their own. This circuit gives students a safe place to fail, learn from their mistakes and improve their ideas. Providing students with the freedom to collaborate with peers and discuss with their instructor gives them a chance to generate ideas and problem solve in a group setting. They use everything from technology to household materials in constructing prototypes of their designs. Students push the limits and go beyond what they would do in a general education classroom. Giving students the time to innovate and think outside box is helping them prepare for 21st century careers. The circuit is made-up of a series of mini lessons and design challenges ultimately leading to an independent innovation challenge.

## **PRINCIPLES OF GLOBAL AWARENESS & CITIZENSHIP**

In alignment with the four other Circuits of Success (*Leadership, Communication, Entrepreneurship and Innovation*) the Circuit for Global Awareness functions within a framework to equip young learners for active engagement with the challenges and opportunities of life in an interdependent, globally-based world. It has a critical role to play in preparing a generation with the vision and means to rise to complex challenges of a global society. This circuit is structured using the most essential components of Global Education: global awareness, global literacy, global competency and citizenship.

It is the bedrock of the Global Awareness Circuit that each and every student that pass the threshold of learning / exploration space brings with them unique perspective, cultural background, personal competency towards individual growth and development, and a desire to become well-adjusted, socially responsible, and empowered global citizens. The Global Awareness Circuit gives students a voice and a choice in their learning, thus empowering them to take the lead on discovering their own shortcomings and, in turn, their own potential toward becoming future global leaders.

### **Student- Centered Activities:**

- Student driven Discussion Protocols for Global Topics
- Digital Badging system to encourage students to interact with global-centric activities, interactions, engagements, entertainment, etc.
- Digital journaling and reflection
- Interactive correspondence with worldwide resources of teachers, Peach Corps volunteers, State Department individuals, and international students
- Participation in Global Collaboration Week with international schools worldwide
- Weekly topics proposed by students based on the 3 Y's: Why might this matter to me? Why might it matter to those that matter to me? And Why might it matter to the world?

*Circuit of success: Student Future-Readiness Boot Camp*

- Exercise your brain
- Stretch the imagination
  - Build connections
- Condition the thought process
  - Maintain mental fitness
- Teacher-led coaching with the purpose to create future generations equipped with essential 21st-century skills.