



Support Standard School Resources for Learning

Narrative

Sample High School has multiple timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student's achievement of the school's 21st Century Learning Expectations. The Endicott survey results indicate that nearly 87% of students can identify at least one individual they can ask for help with a personal problem, and over 84% of parents confirm that the school provides information about available student support services. If students require interventions, there are many systems in place to ensure their needs will be addressed in a timely manner. In addition to the daily personalized connections students make with their Advisors who are trained to monitor students' academic, social, and emotional well-being, school staff members meet weekly to review student needs via Response to Intervention (RTI) and Student Services Teams. The RTI team, comprised of the principal, assistant principal, dropout prevention program coordinator, Academic Coach, and Literacy Coach/Instructional Strategist, meets weekly to review the progress of students who have been identified as needing extra supports. They ensure adequate tier 1 interventions and assign tier 2 or 3 interventions, including Lunch Bunch, Guided Academic Support, Learning Lab, The Learning Center, Credit Recovery, or Peer Tutors as appropriate. The supports and interventions identified and coordinated by the RTI team provide at-risk students with the structure and individualized support they require to meet the 21st Century Learning Expectations. The Student Services Team at SHS also meets weekly. This group, comprised of the principal, assistant principal, school counselors, social worker, nurse, Academic Coach, Registrar, Literacy Coach/Instructional Strategist, Coordinator and Student Services Assistant, coordinates services within the school (such as health, guidance, and social work) and with outside agencies (including Sexual Assault Crisis Center, Spurwink, Tri-County Mental Health) for individual students who require interventions. For students receiving special education services or support through section 504, the Special Education Team Leader coordinates all referral, annual,

and programming meetings to ensure they are held within timeframes determined by federal regulations. Students with medical plans are provided with similar supports through the school nurse. For students facing crisis situations our Student Crisis Team is prepared to take immediate action. These timely, coordinated, directive intervention strategies provide students with a safe, welcoming environment and promote wellness and life-long learning.

The school conscientiously provides information to families, especially to those most in need, about available student support services. Support services personnel have taken advantage of the communication methods available in the digital age. Parents of all students are able to access information regarding grades, attendance, and behavior referrals through Infinite Campus. The school's website provides a multitude of information, including the Course of Studies, monthly newsletters regarding services, upcoming events, and school and community resources. The guidance website provides information about courses, early college and Local Regional Technical Center (LRTC) opportunities, the college application process, financial aid, and resources for mental health and social services. School Counselors also support a Twitter feed which provides information about upcoming events. Access to health services, including the Wellness curriculum, health insurance information, school health forms, and community health information is all available on the school website. Families may also access Library/Information Center resources and research supports electronically via the website (which includes a link to the electronic card catalog).

Although there are numerous opportunities for parents to acquire information electronically support services personnel know that there are times when information is best delivered in person. Families are welcome to come to the Health Services office or the Guidance Department in order to gather information about school-based or community resources, or to make an appointment with school counselors. Family outreach and health awareness is embedded in the school's Wellness curriculum. There had been many additional endeavors to promote community wellness, but with the loss of state funding for the district's Wellness Coordinator in June of 2012, these efforts ceased. The counseling staff hosts parent information nights throughout the year for: incoming 9th grade, junior and senior post-secondary planning, financial aid, and advanced placement courses. With the hiring of a new librarian in August 2012, literacy outreach to the community is just beginning. One of the librarian's first efforts was the October 2012 first annual book fair. There are plans to continue community outreach as we

recognize this is an area of need.

Support services staff use a variety of technology to deliver an effective range of coordinated services for each student. The provision of laptops and iPads to every teacher and the district-wide implementation of Infinite Campus are two of the tools that enable much of the "behind the scenes" coordination of services. School personnel routinely use email to communicate in a timely manner with one another and with parents whenever the need arises. Support services personnel utilize attendance, behavior, and academic information updated regularly through Infinite Campus to make and evaluate action plans for individual students. Faculty members are also able to view IEPs and 504 plans via Infinite Campus in order to inform individualized instruction. Technology is used as an organizational device at SHS; the guidance secretary maintains an on-line appointment calendar for each of the school counselors; students log into a computerized attendance program when they enter the Learning Center (the Literacy Coach/Intervention Strategist utilizes this information for data collection); the Special Education Team Leader maintains an on-line calendar of all IEP and 504 meetings; special education case managers maintain a Noteshare of special education procedure reminders and a Google site of IEP goals. Faculty members make regular use of information sharing tools such as Google docs to compile information on individual students; teaching teams that include special education teachers maintain weekly meeting notes; the Academic Coach maintains google docs on each student she consults on and shares them with each student's teachers. Google doc records are then shared with guidance and administration regarding changing information such as Caseloads and guided academic support rosters. The Assistant Principal maintains an attendance Google doc that is shared with guidance counselors and RTI members. In addition to the use of technology to communicate with one another, teachers use 1:1 devices to communicate with each student to coordinate services. Examples of this are numerous: the Guidance curriculum includes an online Choices Interest Inventory; the Library/Information Center website includes links to the online card catalog (Destiny) as well as citation machines and other research resources, and curriculum links (including Advisory); the Health link on the SHS website includes health forms; many classroom teachers maintain information for students via Edmodo, Google sites, and other web-based programs.

School counseling services have an adequate number of certified and licensed personnel and support staff who deliver a written developmental

program and meet regularly with students to provide personal, academic, career and college counseling; engage students individually and in groups; deliver outreach and referral to community and area mental health and social services providers; and uses some assessment data including feedback from the school community. Three counselors serve 520 students at Sample High School. Each counselor is responsible for students in grades 9-12 within a specified alphabetical split. One full-time secretary provides clerical support for the counselors. A full-time registrar is responsible for maintaining student records district-wide.

Counselors consistently use technology to meet the needs of families and students. The guidance website and guidance Twitter account are prime examples of utilizing technology to inform the school community about academic, career and social services resources available to them. Additionally, monthly newsletters inform parents of important events and dates. The K-12 guidance curriculum was written in 2006 and while it provides a framework for services, it needs revision. The Advisory Handbook is written by the counseling staff to provide resources and guidelines for Advisors to implement the guidance curriculum at each grade level. Counselors spend the majority of their time in individual counseling for both college and personal/social issues. The comprehensive developmental guidance curriculum outlines the specific times that guidance meets with each student, either individually or in a group setting. Minimally, counselors meet with all students during the course registration process each year. Additionally, all 9th graders meet with their counselor in the fall while juniors and seniors are required to have at least one meeting per year with their counselor. In reality most students meet with their counselor more than once, especially as seniors. While counselors do not engage in formal group counseling, counselors do meet with groups of students when meeting with Advisories and when hosting class meetings.

When a student's issue seems beyond the scope of a counselor's expertise, they refer to many outside resources including private therapists and social service organizations such as the Sexual Assault Crisis Center and the Center for Grieving Children. Additionally, they refer to other resources within the school community such as the Drug/Alcohol Counselor, Spurwink clinician or Health Affiliates social worker. We have a standing Crisis Team that meets after a crisis and will often draw on community resources such as Tri-County Mental Health Services to provide additional support in times of crisis. Counselors also have a close network of other area school counselors whom they can access in times of crisis.

School counselors often look at a variety of data to assess and improve services as needed. Last year, a Google survey of seniors was conducted and from that data we learned that we needed to promote the guidance website more effectively. Additionally, we use our retention and graduation rates data to support our initiative of having each senior complete a college application. Counselors also look at socio-economic data within our communities when applying for grants to support our college-going atmosphere and post-secondary planning initiatives.

Sample High School's health services have an adequate number of certified/licensed personnel to provide health services and direct intervention services, provides sufficient preventative health, direct intervention services and ongoing health assessments, and uses some assessment data but does not include feedback from the school community. The high school and middle school share a full-time RN district nurse and a full-time LPN. The Health Services office serves 520 high school students and 285 middle school students. The district nurse spends 75% of her time at the high school. Both nurses provide direct, preventative and ongoing care to students in the high school. Direct care includes emergency response, injury assessments, pain management and evaluation of illnesses. Preventative care includes hearing and vision screenings, BMI assessments, and illness & injury prevention. Ongoing care involves health care planning, staff education about medical conditions and treatments, and assessment of student needs.

Communication is sent home via a monthly newsletter regarding health information. Topics covered include illness prevention, illness guidelines, and contact information. Specific information about illnesses and conditions including pertussis, influenza and conjunctivitis are also included in the newsletter. Both nurses serve on the Student Services Team and the Crisis Response Team. The nurses make decisions on a daily basis regarding referrals and utilize a number of community agencies to help better serve the students. Community Action for Family Planning, Health Affiliates, primary care physicians and the emergency room are a few examples of where we refer students/families. On a yearly basis, 5,000 visits are logged to the school nurse's office. The health office utilizes the health module in Infinite Campus to log health visits, track immunization, document screening information, upload health plans, and flag life-threatening health conditions for staff. The district nurse writes the health plan and ensures implementation based on a physician's recommendations to ensure that students have accommodations appropriate to the medical condition. The district nurse attends IEP meetings as appropriate.

The district nurse uses assessment data to identify and address needs related to health issues. For example, the health assessment forms used at the beginning of the school year were recently streamlined. The nurse reports that while a lot of data is being collected on health issues, time and staffing restraints prevent additional programming to promote healthy lifestyles. The nurses have ongoing communication with school staff to promote health so that students possess the capabilities to achieve the 21st Century Learning Expectations.

Library/media services are integrated into curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff who are actively engaged in the implementation of curriculum, provide reasonably sufficient materials technologies and other materials, is open before, during and after school, is responsive to student interest and needs, and conduct some ongoing assessment using relevant data but not including feedback from the school community to improve services. The Library and Information Center has one full-time Library Director who functions as manager, teacher and information specialist. The Library Director collaborates with teachers in order to integrate information skills into classroom curriculum and provides a wide variety of resources in various formats for both research as well as personal interests of students and staff. The Library Director also coordinates school-wide reading incentive programs. The Library also has one full-time educational technician III who ensures procedures run smoothly, assists students in locating and using library resources, and monitors student library use and behavior. Library personnel is actively engaged in the implementation of the school's curriculum through a variety of means: collaborating with teachers to provide instruction, learning strategies, and practice in using the essential learning skills needed in the 21st century in accordance with the guiding principles of the American Association of School Librarians (AASL) Standards for the 21st Century Learner and ISTE NETS; conducting faculty surveys to determine curriculum units and library needs; using The Big 6 Information Skills and the Stripling Model of Inquiry to teach research skills in conjunction with classroom curriculum; and engaging readers through book talks and reading challenges.

Eighty-one percent of parents and 79% of students surveyed believe the library provides a wide range of materials, technologies, and other information services in support of the school's curriculum. However, when asked whether the library contains needed resources, only 64% of student respondents agreed that it does. The library maintains a website for students and staff that includes access to links for research, databases (including "Issues and Controversies," Marvel, and a

Career Internet Database), citation machines, plagiarism education, class research projects, a reader's blog, and nearly 300 ebooks. The "Cool Reads" link on the website provides user access to Shelfari, an online site where students can create their own online bookshelves. The Library also maintains an online card catalog, provides interlibrary loan access, and holds a Netflix account for video rentals that support the curriculum. The Library staff is responsive to students' interests and needs and supports in order to support independent learning and help students reach the school's 21st century learning goals by engaging them in reading through contests and challenges, such as the Recipe to Read and the Tarin Student Book Award Challenge. Although these are currently middle school initiatives, they are helping to establish a school-wide culture of reading. The library has a total of 14,780 items, including 392 audiobooks and 369 DVDs and VHS tapes. Although each student has a laptop, the library also contains 4 computers for student use and one computer that is used to access the online card catalog. The library is available and staffed for students and teachers Monday-Friday from 7:15 am until 3:00 pm. The library is also open for some evening hours, for events such as the scholastic book fair, and days prior to the Celebration of Learning. Library/media services personnel conduct ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st Century Learning Expectations. Library staff analyze breadth and appropriateness of library materials by: periodically synchronizing the collection to Follett's Titlewave site; utilizing a TitleMAP analysis; surveying teachers; and analyzing daily material usage and check-out. The information gathered is utilized to purchase new resources and cull the existing collection.

The support services for identified students, including special education, Section 504 of the ADA, and English language learners, have an adequate number of certified/licensed personnel and support staff, provides an inclusive learning environment for all students, and uses some assessment data but does not include feedback from the school community. There are seven special education teachers, an Academic Evaluator/Special Education Team Leader, a half-time Academic Coach/half time Special Education Teacher, K-12 ELL Coordinator (stipend position), therapists providing speech, occupational, and physical therapy services K-12, a special education director, administrative assistant, secretary, and two psychological services providers. There are also thirteen educational technicians who work with students within mainstream classes and special education programs. High School Special Education teacher caseloads range from 13-22 students with IEPs and 504 plans. The school adheres to the federal and state laws regarding the

identification, monitoring, and referral of students for special education services. Special Education teachers collaborate with all teachers, counselors, targeted services, and other support staff in order to achieve the school's 21st Century Learning Expectations. The Academic Coach attends weekly Response to Intervention and student services meetings for students in regular and special education. These interventions include Credit/Standard Recovery, Guided Academic Support, student contracts, Lunch Bunch, parent meetings, and/or assignment to the Learning Lab or The Learning Center. Data collected by special educators and classroom teachers, including Habits of Work grades, work samples, progress reports, and observations, are (along with the social worker), as well as other team meetings. Many students in special education receive consultation services from either their case manager, the Literacy Coach/Academic Interventionist, or the Academic Coach. Special education teachers hold regular meetings with educational technicians to ensure smooth delivery of accommodations and modifications. Special education teachers meet monthly for 1½ hours to review range of services and programming options. The Academic Evaluator/Team Leader also attends monthly district special education meetings and communicates relevant information to high school staff. She also meets with middle school staff to determine what services upcoming 9th grade students will require to be successful. She attends the IEP meetings of these students in the spring to ensure continuity of support.

Providing inclusive supports for all students is embedded in the philosophy at Sample High School; our classes have been heterogeneously grouped since the school's inception. Support services staff provide additional inclusive learning opportunities for students as needed by: providing specially designed instruction by a special education co-teacher in Humanities and Senior English; providing educational technician support in classes as required by students' IEPs; enabling students to access additional supports through Advisory, The Learning Center, the Learning Lab, or through Lunch Bunch, Peer Tutoring, and Credit Recovery. Support services personnel perform ongoing assessment using relevant data to improve services and ensure each student achieves the school's 21st Century Learning Expectations. Spring NWEA and SHS data in reading and math is used to identify and place students into classes that support their learning needs, including: placing students out of Math 1 and into Math 2/3 or into a higher grade-level Humanities class and enrolling students in Strategies for Learning (a reading and math intervention class) or Reading Workshop (a special education reading class).

At each progress report and semester end, grades are used to determine interventions used to develop and update IEPs and 504 plans, determine accommodations for standardized testing such as SATs, and inform ongoing programming and interventions on an individualized basis. Teachers use formative assessments, such as Scholastic Reading Inventory and fluency checks to inform instruction.

In addition, each learning area utilizes a common assessment scoring and analysis protocol to examine student work samples and determine changes that will be implemented in their classrooms to ensure that each student achieves 21st Century Learning Expectations.



Executive Summary

Sample High School (SHS) has multiple timely, coordinated, and directed intervention strategies for all students; provides close coordination of services among counseling, health, and information services personnel; fully informs families, especially those most in need, about available student support services; provides a comprehensive range of counseling and health services to students; and supplies a wide range of materials, technologies, and other information services in support of the school's curriculum. As well, personnel and leadership is exceptional in school counseling, health/nursing services, library/media services, and special education programs.

Counselors deliver a written, developmental program; meet regularly with students to provide personal, academic, career, and college counseling; engage in individual and group meetings with all students; collaborate with advisors to deliver an effective Advisory curriculum; and work closely with community and mental health agencies and social service providers to meet the needs of SHS students. Health personnel provide preventative health services and direct intervention services, use an appropriate referral process, and conduct ongoing student health assessments.

Library/media services are integrated into the curriculum. Library/media personnel are engaged in the implementation of the school's curriculum and are responsive to students' interests and needs in order to support independent learning. Support services for identified students are integrated into heterogeneous classes and support services personnel consult with all teachers, counselors, targeted services, and other support staff routinely in order to ensure all students achieve the school's 21st Century Learning Expectations. Therefore, the School Resources for Learning Committee agrees that Sample High School meets this Standard at the ACCEPTABLE level.

Strengths:

- Faculty and staff provide timely, coordinated intervention through the collaborative work of student services, RTI, and special education personnel
- The low student/school counselor ratio enables counselors to provide adequate personal, academic, career, and college counseling
- The school counselors and the RTI team identify students at risk early and provide numerous prompt intervention strategies
- The school counselors have written a developmentally appropriate Advisory curriculum which is implemented by the faculty at each grade level
- The student services team has developed an efficient referral process that enables students to access in-school and out-of-school support services in a timely manner
- The school uses technology to provide parents with information about available support services
- The school uses technology to maintain information about individual students (Infinite Campus) and coordinate services as needed

Needs:

- Use student services data more often and more effectively, including implementing a needs assessment with students and families to determine priorities, and evaluating effectiveness of interventions
- Revise the comprehensive, developmental K-12 guidance curriculum
- Refill the K-12 Wellness Coordinator position to increase school and community outreach to promote wellness
- Update the library collection to include more engaging fiction and non-fiction choices for students, including e-books that support the 21st Century Learning Expectations