

# Support Room 2017-2018

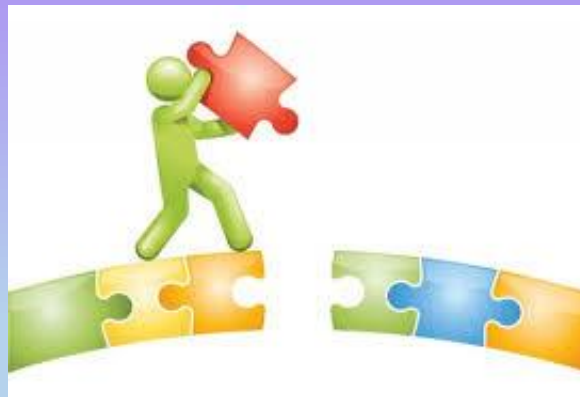


## *According to section 5.3 of the East Educational Partnership Organization (EPO):*

- Support will occur flexibly, by need, through push-in, pull-aside, and additional time models.
- Support Rooms will be organized with multiple support teachers and other staff and computers, including credit/learning recovery programs, for students who need additional academic support in order to be successful.
- All staff will support the understanding that students need multiple opportunities to practice and to receive regular and specific feedback related to progress against standards, and to be given timely opportunities to use the feedback to re-do and improve.

# Where Restorative Practices and Filling Educational Gaps... Hang Out.

- Build relationships, academic skills, confidence, and improve scholars' independent work habits.
- Model and reinforce tenacity, purposeful thinking, and advocacy of self and others.



- Be on time and ready to engage scholars in support room activities for the entire period.

## EXPECTATIONS

- All staff should assist scholars with entering and exiting the support rooms. Staff will only admit scholars who are assigned to that specific period unless prior arrangements are made between Support Room Managers and teacher/administrator.

- Be proactive:
  - Become familiar with the systems and procedures in the Support Room
  - Encourage scholars to engage in Support Room activities
  - Engage in progress monitoring with scholars

## REALITY

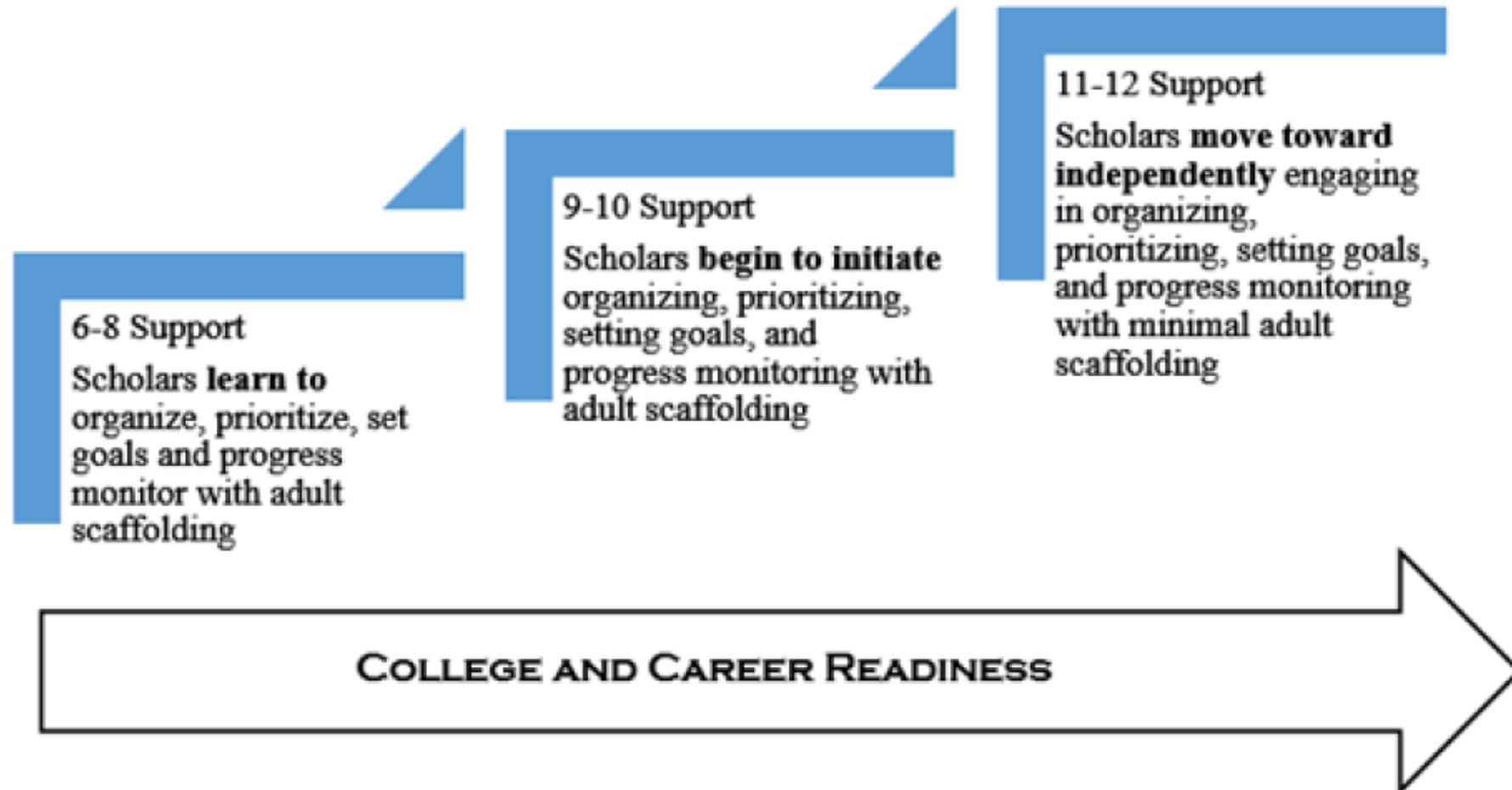
- Work collaboratively with all adults in the room:
  - Utilize Support Room Managers and colleagues to problem solve
  - Contribute expertise to enrich support room learning experiences



# Learning Targets

- I can be tenacious by working hard, maintaining focus, and being productive for the entire period.
- I can think purposefully by identifying and prioritizing areas that I need teacher support with and independently seeking out resources.
- I can advocate for myself and others by using strategies to:
  - Actively engage with academic content
  - Monitor my progress and set goals
  - Prepare for graduation and my future aspirations

# Progression



# Cell Phone Policy

- The school will be divided into red and green zones to designate when cell phone use is acceptable.
- Violations of the cell phone policy: If a scholar refuses to abide by the red/green zone rules, the following procedures will be followed:
  - *1st offense:* Verbal warning and adult restate expectations.
  - *2nd offense:* Confiscation of the cell phone for the period by administrator, with parental/guardian contact made by administrator.
  - *3rd offense:* Confiscation of the cell phone for the day, with parental/guardian contact made. Intervention by School Counselor.
  - *4th offense:* Confiscation of the cell phone with parental/guardian contact made. Parent/guardian must come to campus and pick up the phone. Intervention by School Counselor. Progressive disciplinary actions taken (detention with administrator, crash course on cell phone policy, community service, ISS, loss of privileges etc.)

# Team Expectations, Scholar Tracking, and Data Collection

- All teachers will be Academic Coaches and assigned to a roster of scholars to assist with progress monitoring and goal setting for the duration of the school year.
- Academic Coaches will be expected to meet with their scholar's bi-weekly (6-8, 9-10) and daily (11-12) to review progress reports; including grades, missing assignments, absences, etc. and input specific information into a Google spreadsheet.
- Coaches will communicate and document concerns regarding scholars to Support Room Managers to ensure that issues are addressed through a problem solving approach.
- Support Room Managers will use data to reflect/evaluate the effect of support on scholars' academic grades, statewide assessment scores, and engage in instructional/program planning.

# Support Room Rubric

Indicators	4	3	2	1
<i>Progress Monitoring</i>	Scholars are <b>actively and independently</b> progress monitoring by initiating the analysis of grades and tracking assignment completion Data is collected <b>regularly</b> by staff to <b>differentiate and inform</b>	Scholars are monitoring progress by analyzing grades and tracking assignment completion <b>with staff scaffolding</b> Data is collected <b>regularly</b> by staff	Staff are <b>prompting</b> scholars to monitor their progress by analyzing grades and tracking assignment completion Data is collected <b>intermittently</b> by staff	Scholars <b>nor</b> staff are progress monitoring and/or assignment tracking Data is <b>not</b> collected by staff
<i>Small Group or Individual Instruction</i>	Staff and scholars <b>collaborate</b> to lead small group review sessions or individual instruction and follow lesson protocol	Staff <b>initiate</b> and lead small group review sessions or individual instruction and follow lesson protocol	Staff are <b>prompted</b> by Support Room Managers to engage in small group review sessions or individual instruction and follow some of the lesson protocol	Staff are <b>not leading</b> a small group review session, working with an individual scholar, or following lesson protocol
<i>Engagement</i>	Scholars advocate for themselves and <b>independently</b> utilize choice when prioritizing their tasks	Scholars advocate for themselves and prioritize their tasks with <b>minimal prompting</b>	Scholars require <b>frequent prompting</b> and reminders to advocate and prioritize their tasks	Scholars are <b>passive</b> and <b>withdrawn</b> from their tasks despite prompting
<i>Communication</i>	Systems for direct communication between Support Room Managers, content area teachers, and Support Room staff are <b>evident</b> and <b>used consistently</b> to <b>differentiate and inform</b>	Systems for direct communication between Support Room Managers, content area teachers, and Support Room staff have been <b>established and used consistently</b>	Systems for direct communication between Support Room Managers, content area teachers, and Support Room staff are <b>established</b> but <b>not used consistently</b>	Systems for direct communication between Support Room Managers, content area teachers, and Support Room staff have <b>not been established</b>

# Feedback

- There will be designated board or “parking lot” where teachers and scholars can post questions, concerns, suggestions, etc. to improve support.
- Teachers can also email the Support Room Managers to address concerns privately.
- A Fall and Spring survey will be sent to all support room staff to reflect and evaluate the effectiveness of the Support Rooms.