

Support Room Handbook 2017-2018



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I. Overview:

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.

These support rooms must be staffed with teachers who have sufficient content expertise to reinforce, re-teach and assess the team curriculum. Over time, peer tutoring, peer assistance, and community volunteer programs will be developed to increase student supports, taking advantage as much as possible of UR student teachers, UR undergraduates and other trained volunteers from the community.

The schedule will enable support periods, so that students who need more support can stack periods including extended school day and students requiring less support can engage in more electives or independent choices.

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.

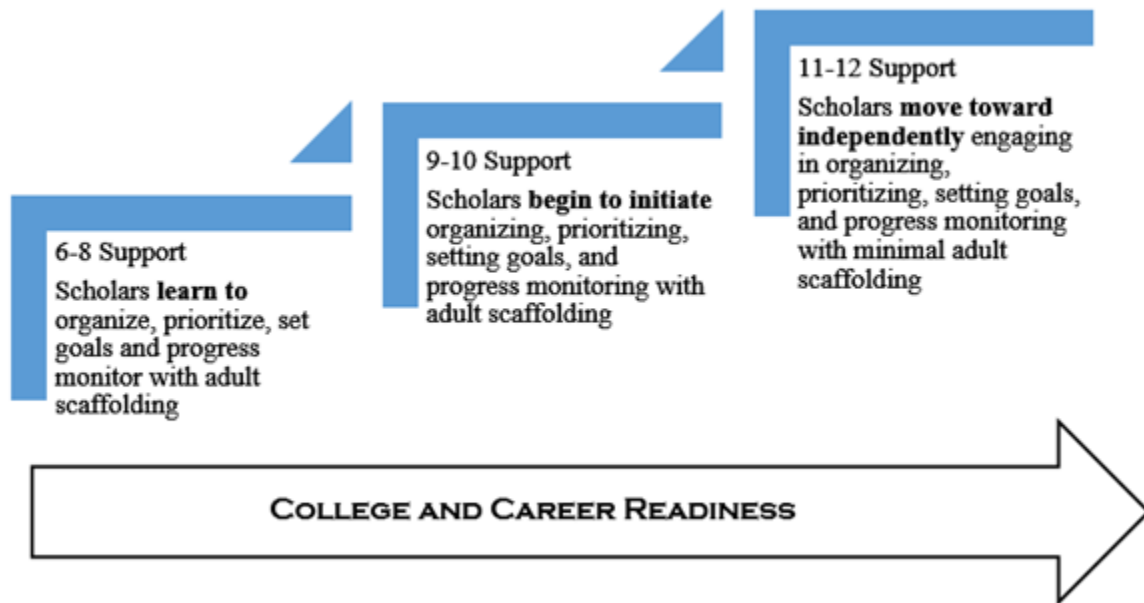
II. General Expectations for all Support Room Staff:

All staff will work collaboratively in the Support Rooms to promote college and career readiness for all scholars:

- Be on time and ready to engage scholars in support room activities for the entire period.
- 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
- 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
- Commit to Restorative Practices:
 - The Support model is designed to build relationships, academic skills, confidence, and improve scholars' independent work habits.
 - Model and reinforce tenacity, purposeful thinking, and advocacy of self and others.

III. Support Room 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



IV. Support Room Structures:

Procedures will vary by Support Room grade levels to meet the specific needs of scholars.

6-8

Entry Procedure:

- Upon entry, scholars will pick up their Support Folder from their class' bin.
- If necessary, scholars will access additional materials as indicated in the posted "Do Now" instructions (pencils, pens, highlighters, etc.).
- Scholars will sit in their assigned seats

Rotation 1: Do Now (whole group, 10-15 mins.)

- Materials will be provided by Support Room Managers and Math Coach
- Math Skills/Practice via Game-of-the-Month and written reflections
- Writing Skills Practice
- Alternating basis to be determined by Support Room Managers in collaboration with the Math Coach and Support teachers
- Use of journals, games, and manipulatives

Rotations 2 and 3: Interdisciplinary Projects (IPs) and Flex Time (half of class will do IP, half will do Flex, and they will swap in Rotation 3; 25 mins. each)

- *Interdisciplinary Projects:*
 - Interdisciplinary Projects (IPs) will be co-created by interdisciplinary teams during select IDCPT times
 - Materials will be prepared and provided by Support Room Managers
 - Small groups; differentiated/scaffolded
 - Incorporate student choice
 - Standards and Mission aligned
- *Flex Time:*
 - Tier 3 interventions for Literacy (*Push-In or Pull-Out by Literacy teachers*)
 - Homework completion
 - Binder/folder organization
 - Make-up work for days absent
 - Revision of class assignments
 - Re-teach or pre-teach concepts
 - Language Dives

Rotation 4: Reflection/Self-Assessment/Goal Setting (5-10 mins)

- Completion of Support Log by staff and scholars to record and reflect on the day's work/learning
- Set/Assess SMART goals at regular intervals (ie: every 5 weeks)
- Self-assessment based on 3 point rubric aligned to concepts of tenacity, purposeful thinking, and advocacy for self or others

Exit Procedures:

- After completing Rotation 4 scholars will return folders and any additional materials to their appropriate places.
- Scholars will take responsibility for checking their surroundings for any garbage or misplaced resources.

All scholars will be seated for dismissal.

9-10	<p><i>Entry and Exit Procedures:</i></p> <ul style="list-style-type: none"> • Scholars will enter through D137 and exit through D141. • Support room doors should remain closed for the duration of the period to eliminate unassigned scholars. • Scholars will not be given a pass to an instructional classroom unless escorted by an adult. <p><i>Rotation 1: Homework (30 mins)</i></p> <ul style="list-style-type: none"> • Scholars will work on homework assignments in all three classrooms <p><i>Rotation 2: Small Group Instruction (30 mins)</i></p> <ul style="list-style-type: none"> • Scholars will transition to teacher led small group instruction
11-12	<p><i>Entry Procedures:</i></p> <ul style="list-style-type: none"> • Scholars will enter through D239 only • Scholars will sign themselves in for attendance purposes • Scholars with a valid pass will sign out with time and location as well as recording time of return • Refer to the Smartboard for agendas, announcements, or changes in groupings • Scholars will check in with their academic coach to prioritize their work <ul style="list-style-type: none"> ◦ Scholars should move to an appropriate location in the support rooms to work independently or in small groups to complete homework, practice skills, or prepare for assessments • Academic coaches will utilize Castle Learning, small group instruction, manipulatives, or other interactive technologies to actively engage students throughout the Support period <p><i>Exit Procedures:</i></p> <ul style="list-style-type: none"> • Scholars and coaches will ensure that all materials are returned <ul style="list-style-type: none"> ◦ Chromebooks returned to labeled slot and plugged in ◦ Graphing calculators returned ◦ Tables, chairs, and other materials are returned to original state • Scholars and coaches will ensure that tracking sheets are updated accurately

V. Technology:

Procedures will vary by Support Room grade levels to meet the specific needs of scholars.

6-8	<p><i>Chromebooks:</i></p> <ul style="list-style-type: none"> • Each scholar will be assigned a specific numbered Chromebook. Chromebook assignments will be posted above the cart in each Support Room. • Chromebooks must remain in the Support Rooms to which they are assigned. • Scholars will only retrieve Chromebooks per teacher directions. • Scholars will return and plug in their Chromebook to the appropriate slot. Scholars will refrain from eating and drinking while using Chromebooks.
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9-10	<p><i>Chromebooks:</i></p> <ul style="list-style-type: none"> • Scholars will check-out Chromebooks using a sign-out sheet. • No food or drinks will be allowed at tables with chromebooks. • Scholars will return chromebook to the appropriate slot. • Staff will check the cart to make sure all Chromebooks are returned. <p><i>Calculators:</i></p> <ul style="list-style-type: none"> • Calculators will be hung in a shoe rack next to the Chromebook cart. • Scholars will check-out calculators by placing a personal item into the appropriate slot. • Scholars will return their calculator to the appropriate slot, taking their personal item with them.
11-12	<p><i>Chromebooks:</i></p> <ul style="list-style-type: none"> • All scholars can access the cart as needed. • No food or drinks will be allowed at tables with Chromebooks. • Scholars will return Chromebook to the appropriate slot. • Staff will check the cart to make sure all Chromebooks are returned. <p><i>Calculators:</i></p> <ul style="list-style-type: none"> • Calculators will be kept in a filing cabinet and are available to all scholars • Scholars are responsible for returning their calculator

VI. Cell Phone Policy:

- The school will be divided into red and green zones to designate when cell phone use is acceptable. Cell phones may be used in green zones. Cell phones are invisible and turned off in red zones. Classrooms are red zones unless otherwise determined by the teacher.
- 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.)

VII. Homework & Small Group Procedures:

Homework & Small Group Procedures will vary by Support Room grade levels to meet the specific needs of scholars.

6-8	<p><i>Homework:</i></p> <ul style="list-style-type: none">• Scholars wishing to utilize Flex Time to complete homework assignments must bring those assignments to Support or pick them up from the homework bin if available.• Scholars cannot leave Support to gather homework. <p><i>Small Group:</i></p> <ul style="list-style-type: none">• Staff and scholars will work collaboratively with group members to complete the learning activity connected to the current Interdisciplinary Project (IP).• All small groups will remain in the Support Rooms for the entire rotation with the exception of students being pulled by a Literacy teacher.• Staff will facilitate and monitor their assigned small groups.
9-10	<p><i>Homework:</i></p> <ul style="list-style-type: none">• Scholars will chose a room to work in based on their academic needs. Each room will be designated to specific content area(s):<ul style="list-style-type: none">◦ D137: Science & English◦ D139: Math & Electives◦ D141: Social Studies• Academic assignments for the week will be posted in D139• Labeled bins containing academic assignments will be available in D137 and separated according to content area and teacher <p><i>Small Group:</i></p> <ul style="list-style-type: none">• Teachers will lead small group instruction based on vocabulary development and skill building. Lesson protocols and activities will be provided.• Teachers will track attendance and participation for their small group.• A specific content area will be addressed daily:<ul style="list-style-type: none">◦ Monday: Social Studies◦ Tuesday: Math◦ Wednesday: English◦ Thursday: Science◦ Friday- Review Games and Progress Monitoring
11-12	<p><i>Small Group:</i></p> <ul style="list-style-type: none">• As Academic coaches become aware of common needs in content areas through tracking (i.e. assessments, report card grades, IEP goals, and personal interactions); small groups will be developed to address scholar needs.• Academic coaches will utilize Castle Learning, manipulatives, or other interactive technologies to:<ul style="list-style-type: none">◦ Pre-teach vocabulary◦ Review material prior to difficult units◦ Prepare for assessments and Regents exams◦ Assist scholars working toward reaching IEP goals

VIII. Instructional Materials:

Instructional Materials will vary by Support Room grade levels to meet the specific needs of scholars.

6-8	<p><i>Support-Specific Materials:</i></p> <ul style="list-style-type: none">• Each Support class will be assigned a bin with student folders to hold IP assignments, journals, and reflection logs. <p><i>Homework:</i></p> <ul style="list-style-type: none">• Homework bins will be located in the Support Room.• Homework assignments will be provided to Support Room Managers by classroom teachers either in-person, via email, or through Google Drive. Support Room Managers will copy, update, and maintain homework bins. <p><i>Classwork:</i></p> <ul style="list-style-type: none">• Classroom teachers will deliver copies of individual student assignments to be completed during Flex Time with attached ticket to the Support Room Manager or designated folder/location outside of Support Room.• All assignments should include stapled tickets which identify information (teacher name, room number, deadline, and any necessary instructions) and will be returned upon completion by a Support Room Manager or staff member.
9-10	<p><i>Homework/Classwork:</i></p> <ul style="list-style-type: none">• Content area assignment bins will be located in D137.• Teachers will be asked to either bring down assignments or place their assignments in the <u>Support Room Drop Box</u> for Support Room Managers to print and organize.• Review materials and manipulatives will be available in D141 for independent and small group exam preparation.• Support Room managers will also be visiting content CPT's (Common Planning Time) once a month to gather necessary materials.
11-12	<p><i>Homework/Classwork:</i></p> <ul style="list-style-type: none">• Content and consultant teachers will maintain the assignment board weekly with topics and due dates.• Content and consultant teachers will provide current class assignment and place them in designated subject area bins.• Support Room Managers will maintain and update manipulatives, located near the smartboard or on work tables• Regents Review books are available for all Regents exams throughout designated areas of the Support Rooms.• Support Room managers will be visiting content CPTs (Common Planning Time) to gather necessary materials from classes.

IX. 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.

X. Make-Up Assessments:

- There will be an area designated in each support room for scheduled scholars to make up missing or incomplete assessments.
- All other scholars will be sent to the Testing Room to receive their necessary testing accommodations.

XI Support Room Rubric:

The effectiveness of Support will be assessed by administrators throughout the school year based on the indicators listed below.

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

XII 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.

XIII Teaching Assistants, Paraprofessionals, & Substitute Teacher Responsibilities:

- Based on scholar needs, staff will circulate throughout the Support Rooms to assist scholars in their initiation of assignments, refocus and redirect scholars as needed, provide assistance to scholars in content areas, make copies, administer make-up assessments, and assist Support Room Managers with day to day operations.