

Spencer Community School

At-risk Plan

2011-2016

Overview:

Spencer Community Schools provides a system of support for all students in order for them to maximize their potential. The Iowa School Counseling Program Framework provides a foundational Core for programs and services within the Spencer Community School District. The Core program and services available for all K-12 students are intended to support school success and prevent students from dropping out of school. This system of support is pro-active in helping students find success while in school and in post-educational settings.

It is acknowledged that for some students, challenges exist and arise that interfere with their opportunities for success. Spencer's At-Risk Plan supports the three domain areas of academic, career, and personal/social skills that are also part of the Core School Counseling Program in order to address the challenges of at-risk students who are not meeting, or have challenges in meeting, the established goals of the educational program. Supplemental and intensive support is provided by identified certified personnel, certified school counseling staff, and associates at the elementary, middle school, and high school levels in the district.

At risk identification is determined by experiences and factors that affect school performance. At risk student identification is considered throughout the K-12 school-age population. Data from the three domain areas (academic, career, and personal/social) are considered when identifying at risk factors as well as dropouts, potential dropouts, returning dropouts, and students in homeless situations.

K-6 students are considered at-risk of being a potential dropout if they have 3 or more risk factors indicators identified. One or more of the risk factors are from Iowa Administrative Code 218-Ch 12.2, which are also listed below. Other risk factors are from the district's local list of identifiers. School counselors make weekly contact with at-risk students and also work with building problem-solving teams to ensure additional support for students who have been identified as at-risk.

At-risk students in grades 7-12 are identified as returning dropouts, or are in jeopardy of not graduating on time, have been identified by two or more risk factors from Iowa Administrative Code 218 – Ch 12.2:

1. High rate of absenteeism, truancy, or frequent tardiness
2. Limited or no extracurricular participation or lack of identification with school, including but not limited to, expressed feelings of not belonging.
3. Poor grades, including but not limited to, failing in one or more school subjects or grade levels
4. Low achievement scores in reading or math which reflects achievement at two years or more below grade level

For students who experience challenges that may impede their success, the district provides a system of intervention and support that addresses specific challenges.

At-risk Program Goals:

1. Decrease high rates of absenteeism, truancy, and tardiness so students experience full access to core instruction
2. Increase student academic success in passing core classes by ensuring academic interventions. Therefore, increasing the likelihood of student achievement on district assessments
3. Prevent potential dropouts from dropping out of school by having a system of intervention and support in place that is preventative as well as responsive. Hence, improving the chances of at-risk students graduating on time with their peers.
4. Facilitate access to community-based support services for at-risk students and families.
5. Assist students with personal/social challenges that could impede success at school and beyond the school setting.
6. Provide students with information regarding opportunities beyond the school setting

Established Need:

The number of at risk students in the Spencer School District has increased over the past few years. Providing programming and services to reduce the number of at risk students is an important consideration in the district's Core programs, interventions, and services for K-12 students.

Spencer Community Schools follows the Iowa Standard, Provisions for At-Risk Students in organizing and coordinating efforts to address the needs of at-risk students. The domain areas within Spencer's At-risk Support Program follow the guidance program domain areas of academic, person/social, and career. The At-risk Plan also aligns with Long Range learning Goals as stated on the district's CSIP:

District Long-Range Goals:

Goal 1: All K-12 students will achieve at high levels in reading comprehension, prepared for success beyond high school.

Goal 2: All K-12 students will achieve at high levels in math, prepared for success beyond high school.

Goal 3: All K-12 students will achieve at high levels in science, prepared for success beyond high school.

Goal 4: All students will use technology in developing proficiency in reading, mathematics, and science.

Goal 5: All students will feel safe at and connected to school.

Iowa Standard - Provisions for At-Risk Students

Nine Components of Iowa Standard	Programs, Process, documentation of align with provision (including programs as required in IA Code section 280.10A)	At-Risk Program Alignment	Alignment with Support Domain Areas	Alignment with student learning goals and content standards
1.Procedures and criteria to identify at-risk students	<p>Procedures: Teachers and guidance staff identify at-risk factors for students. Any student who has three indicators that could impede school success, or if they are in jeopardy of being a potential dropout, is considered an at-risk student.</p> <p>Criteria: Four state criteria and other locally determined criteria comprise the list of identified risk factors. At-risk areas follow the domains of academic, career, and personal/social skills.</p>	Criterion for a potential drop out includes identifying 3 risk factors. At least one of the risk factors should include one of the following four: attendance issues, credit accrual/failure in one or more subjects, no connection to school, and low achievement in reading or math	A P/S	LR Goal 5
2. Appropriate on-going educational strategies for alternative education, special instructional assistance	<p>In addition to Core Instruction, the following measures are taken at each grade level to tailor instruction to individualized needs of students:</p> <p>Elementary – intervention grouping for literacy and math support</p> <p>MS – Fundamentals of Literacy class/Strategies Class</p> <p>HS – Alternative High School Program</p> <p>Weekly Academic Assistance (WAA)</p> <p>Fundamentals of Literacy class (FOL)</p>	Intervention opportunities are available for at-risk students/potential dropouts to support academic needs in an effort to support student academic needs. This intervention support is available in all buildings.	A P/S C	LR Goal 1, 2, 3
3.School-based support services – food and nutrition, health, speech, psychological, social, classroom guidance, etc.	<p>Access to Free and Reduced lunch Program</p> <p>Availability and Access to School Nurse</p> <p>Proactive approach to addressing critical domain areas</p> <p>HS peer helpers</p> <p>AEA support services – social worker, psychologist,</p>	Support services are arranged through problem-solving teams and guidance staff.	A P/S C	LR Goal 5

	speech and language services			
4. Appropriate counseling services	<p>Counseling is available for each grade level building to support the challenges of students in any of the 4 domain risk factor areas, or if a crisis situation presents itself. Counseling responsibilities also include achievement monitoring and action planning to support success, monitoring school participation by attendance, connections to school, and daily achievement communication with teachers.</p> <p>Individual and small group support sessions are available as needed for at-risk student situations.</p>	Appropriate counseling services are provided based on student support needs in any of the domain areas.	A P/S C	LR Goal 5
5. Coordination with community support service	<p>Spencer Police Department</p> <p>Dare Program* as prevention through Guidance program</p> <p>Positively Spencer Youth (PSY)</p> <p>Family Support Services of Iowa</p> <p>DHS</p>	Community support is coordinated by administration, problem-solving teams, and guidance staff in order to address identified support needs of students and families.	A P/S	LR Goal 5
6. Strategies for involving parents	<p>Parent communication on at-risk behaviors and action plan for support</p> <p>Conference sessions twice during the year with targeted support talking points</p> <p>Parent University information sessions</p> <p>Title I Parent Meeting Conference opportunities with teachers for all parents twice during the school year</p>	All staff and administration coordinate efforts to communicate with parents regard parent supports for at-risk student behaviors and issues.	A P/S C	LR Goal 5
7. Professional Development	Information about risk factors impacting At-risk students and families is made available to all staff members.	Criteria for at-risk identification is shared with teachers. Information regarding additional support at-risk students need is also shared with teachers.	A P/S C	

<p>8.Compliance with Federal and State nondiscrimination legislation</p>	<p>All students have access to the Core programs and services, including intervention support.</p> <p>All students have access to supplemental and intensive services as needed based on identified at risk situations.</p>		<p>A</p> <p>P/S</p> <p>C</p>	
<p>9. Provisions for monitoring behavioral, social, and academic improvements</p>	<p>Individual School Support Service Document for each identified at-risk student will be kept on file by the school counselor. The document serves as a collection point for data that helps to monitor the impact of the at-risk program and services.</p> <p>Behavioral – Boys Town Training for all levels</p> <p>Student behavior referrals are tracked through JMC</p> <p>Social – K-6 implements a Social Skills class</p> <p>ART training for teachers</p> <p>CPI training for associates</p> <p>Academic – Measures of Academic Progress assessments are given three times during the school year to monitor academic progress. This information is used by teachers to inform instruction for the purpose of better teaching and learning.</p> <p>BRI and running record probes provide additional data to guide instruction.</p> <p>Each spring ITBS/ITEDs are given to measure student achievement on each individual student. This data measures trendline achievement across years, across grade levels, and one year to the next for cohort group proficiency levels as well.</p>	<p>Attendance threshold – 84% of required days</p>	<p>A</p> <p>P/S</p> <p>C</p>	

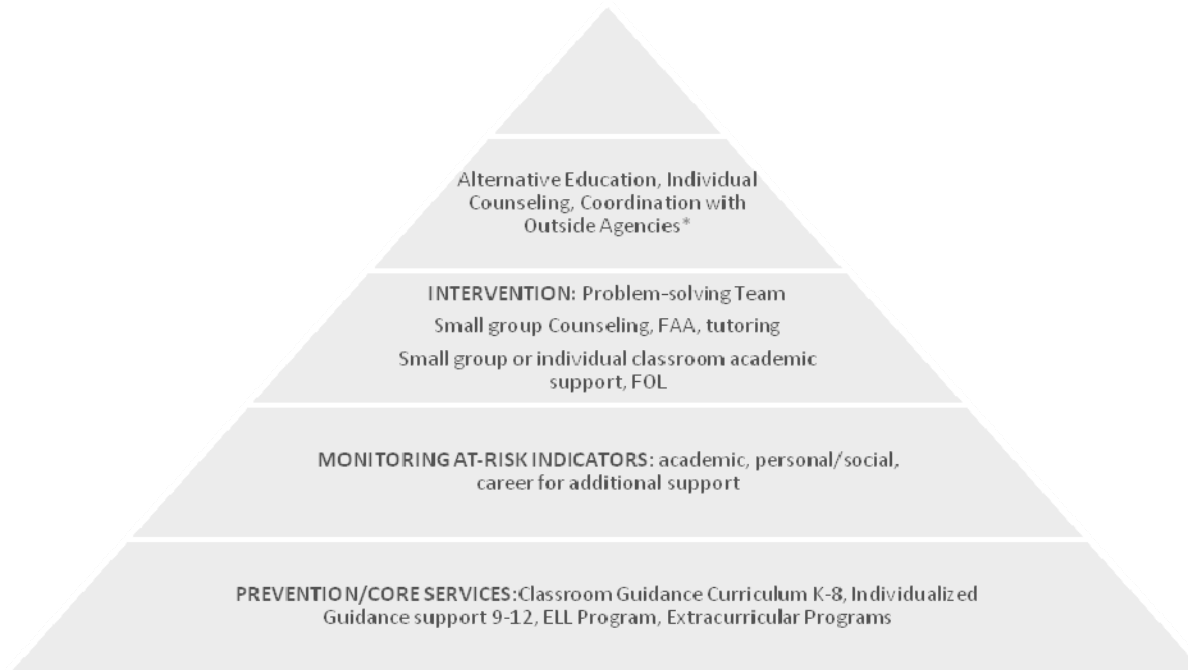
At-Risk Programming

Program	Program Alignment with Domain Support Area: Focus	Target Population	Evidence-based Strategy	Student Needs Addressed	Outcomes
Elementary Interventions	Academic: Progress in School	Potential Dropouts, low achievement area in K-3	Individualized learning Enhanced Reading and Math	Students K-3 are identified with 2 local at risk criteria, and at least one criteria from Iowa Coe 257.39 If a student is not proficient in reading or math, qualify for free lunches, no connection to school, and has household stress factors that include incarceration of a parent, divorce, substance abuse, or job loss. Students identified with 3 risk factors are provided intensive small group or 1:1 reading interventions to increase fluency/comprehension. An advocate is assigned as a mentor to increase the student's connection at school.	Outcomes for the at-risk intervention would be to have students become more proficient in their skills in comprehending text and math at their respective grade levels. If interventions are delivered with fidelity, student achievement gains and/or growth should be realized.
Elementary Personal/Social Intervention	Personal/Social: Progress in School	Potential Dropouts, K-6	Mentoring Interpersonal Skills Problem-solving/ Conflict resolution Case Management	Students who struggle with personal or social skills are provided individual or small group intervention support.	The intended outcome is to have students acquire skills to be successful problem-solvers and resolve issues that keep them from successful relationships due to frequent conflicts.
MS Literacy Strategies Intervention	Academic: Progress in School, staying in school	Potential Dropouts, achievement, credit and passing	Individualized learning, tutoring, enhanced reading	Based in individual student achievement information from Measures of Academic Progress (MAP) assessments, teachers use data to inform instruction to address student learning needs.	Outcomes for the at-risk intervention would be to have students become more proficient in their skills in comprehending text at their respective grade levels. If interventions are

					delivered with fidelity, student achievement gains and/or growth should be realized
MS At-risk Support Services	Personal/Social: staying in school, progressing in school	Potential Dropouts: connection/participation	Interpersonal skills, problem-solving and conflict resolution	Students who struggle with personal or social skills are provided individual or small group intervention support. Students are also provided support for any other identified at-risk factor that impedes their success at school.	The intended outcome is to have students acquire skills to be successful problem-solvers and resolve issues that keep them from successful relationships due to frequent conflicts. In addition, the support students receive will help them with skills to become more successful in school.
HS Academic Assistance	Academic	Potential Dropouts: failing one or more classes	Tutoring Mentoring	Students who are failing one or more classes are provided academic support and tutoring assistance so they have an extra opportunity to catch up on their work, and acquire credit for their classes.	Outcomes of the Academic Assistance intervention program is to have students get caught up on past work and rectify their failing grades.
HS Success Intervention Program	Academic, Personal/Social, Career: Staying in School, Progressing in School	Potential Dropouts: attendance, credit/passing, connection/participation, achievement	Individualized learning, mentoring, interpersonal skills, Problem-solving and conflict resolution, case management	Students who struggle with personal and/or social skills that affect completion of school work are placed in the HS Intervention Program for additional support.	The outcome of the HS Intervention Program is to have students develop successful person/social skills as well as develop and acquire academic responsibility.
HS Alternative Program	Academic, Personal/Social, Career: Staying in School, completing school	Returning Dropouts, Potential Dropouts: attendance, credit/pass, connection/participation	Alternative Program, Individualized learning, mentoring,	Students who struggle to stay in school based on the 2 of the 4 At-risk factors, are allowed to utilize the alternative program in order to complete course work at the HS level.	The desired outcome is that students are able to complete the credits necessary to graduate from high school.
HS Interventions Literacy and	Academic: progressing in school	Potential Dropouts, achievement	Individualized learning, tutoring	Based in individual student achievement information from Measures of Academic Progress	Outcomes for the at-risk intervention would be to have students become more proficient

Math				(MAP) assessments, teachers use data to inform instruction to address student learning needs.	in their skills in comprehending text at their respective grade levels. If interventions are delivered with fidelity, student achievement gains and/or growth should be realized
HS At-risk Support Services	Personal/Social: staying in school, progressing in school	Potential Dropouts: connection/participation	Interpersonal skills, problem-solving and conflict resolution	Students who struggle with personal or social skills are provided individual or small group intervention support. Students are also provided support for any other identified at-risk factor that impedes their success at school.	The intended outcome is to have students acquire skills to be successful problem-solvers and resolve issues that keep them from successful relationships due to frequent conflicts. In addition, the support students receive will help them with skills to become more successful in school.

Spencer Community School District School Guidance to At-Risk Programming Pyramid of Support



All students who attend Spencer Community Schools receive Core/Preventative School Guidance Support. At-risk support is in addition to the Core. Core/Preventative Services focus on providing training and information on skills necessary for success in school and beyond the school setting. School Guidance staff work with classroom teachers to identify and monitor student data that could potentially put students at risk for school failure. Interventions are put into place depending on student need in the areas of academic, personal/social, or career focus. Teachers and guidance staff work together to monitor student progress. Problem-solving Teams provide critical input for additional support students may need in order to be successful at school, and all staff participate in supporting successful interventions provided by the Spencer School District. If necessary, outside agencies are contacted for additional support that the school district is unable to provide. School Counselors and/or administrators facilitate the access to outside services.