Summary Report for: Forestville Middle/High School

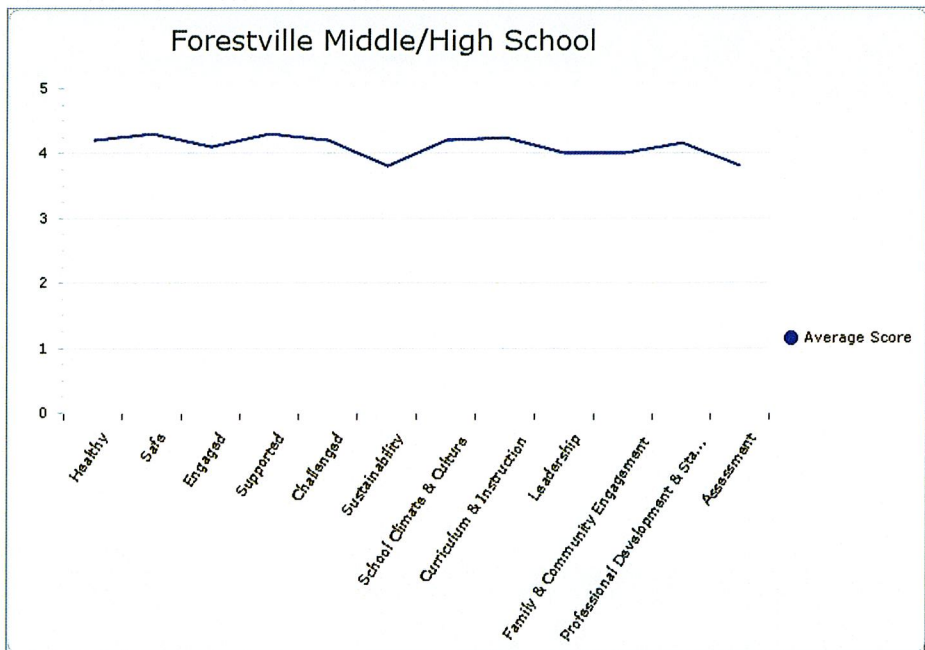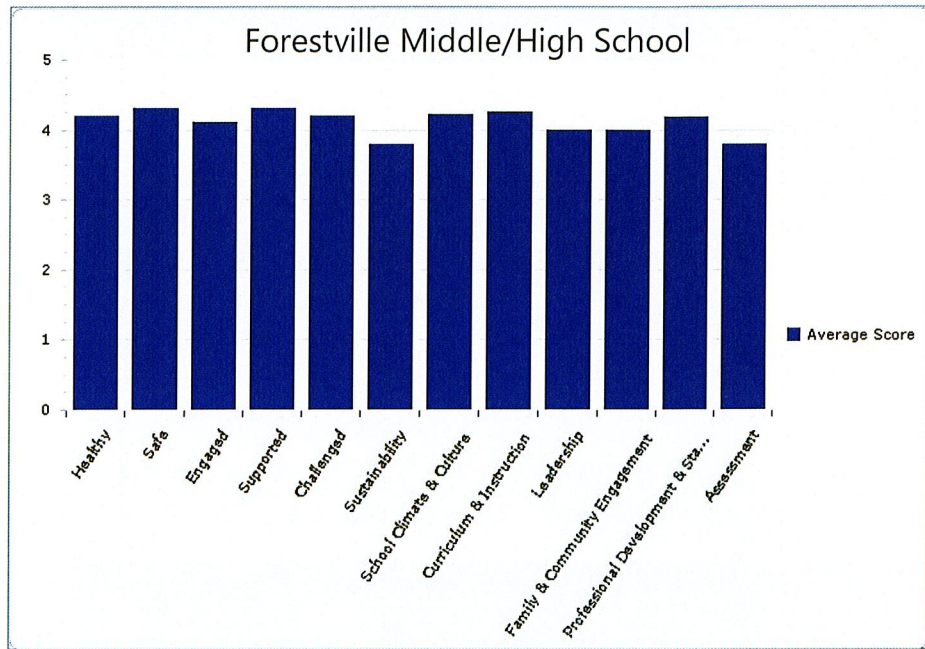**District: Forestville Central School**

Narrative Analysis

Scores are color-coded for clarity. Green indicates your highest result. Red indicates your lowest result. Orange and Yellow reflect your mid-level results.
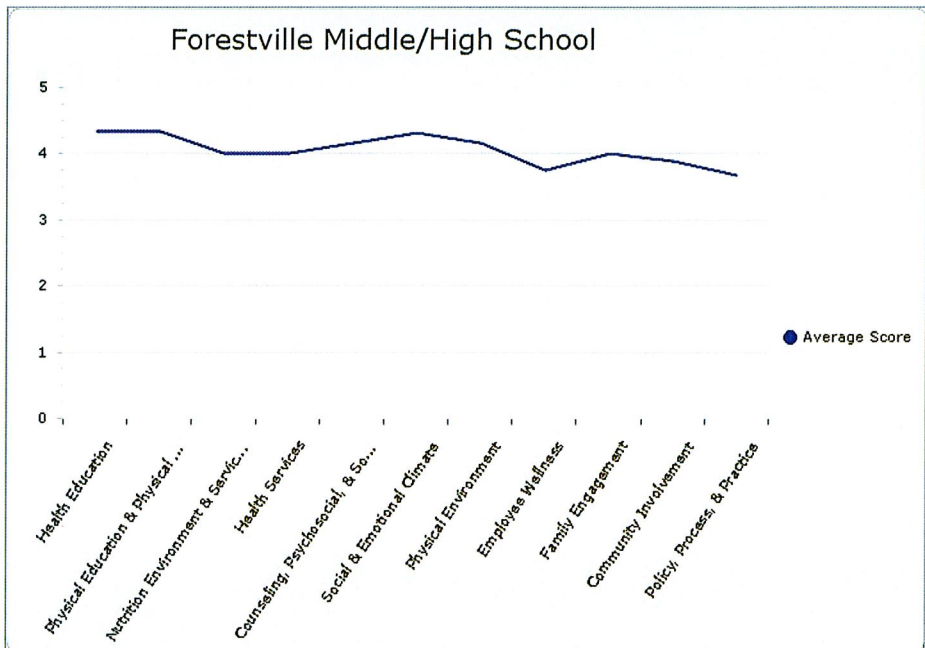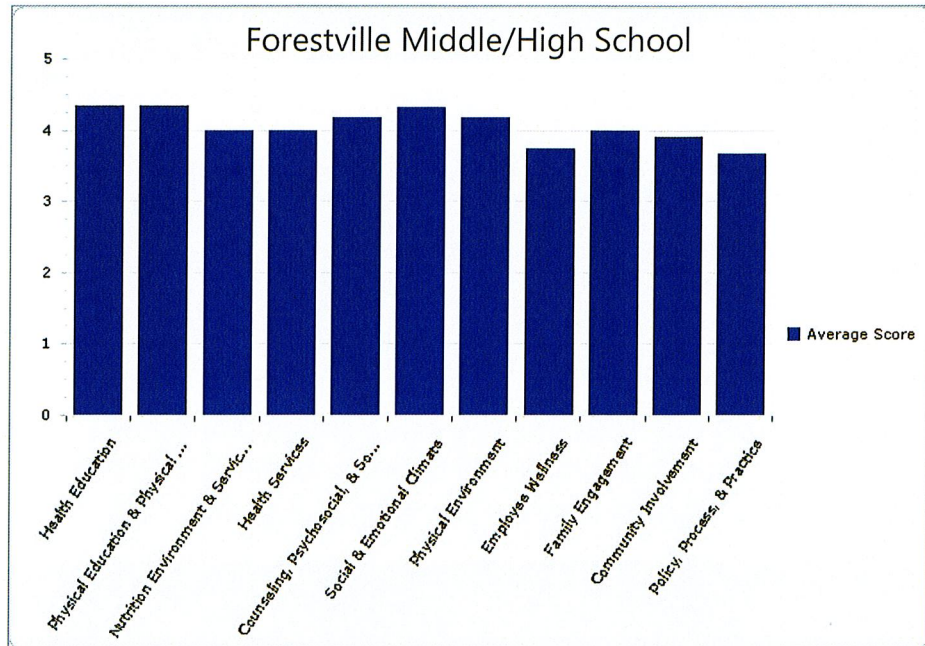
TENET SCORES		Avg. Score
HEALTHY	Each student enters school healthy and learns about and practices a healthy lifestyle.	4.20
SAFE	Each student learns in an environment that is physically and emotionally safe for students and adults.	4.30
ENGAGED	Each student is actively engaged in learning and is connected to the school and broader community.	4.10
SUPPORTED	Each student has access to personalized learning and is supported by qualified, caring adults.	4.30
CHALLENGED	Each student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment.	4.20
SUSTAINABILITY	Schools implementing a whole child approach use collaboration, coordination, and integration to ensure the approach's long term success.	3.80

COMPONENT SCORES		Avg. Score
SCHOOL CLIMATE & CULTURE	Students entering school feel safe, engaged, and connected and see school as a place where they can learn and contribute to the world around them. They receive coordinated and continuous support to strengthen their social and emotional skills and enhance positive character traits.	4.21
CURRICULUM & INSTRUCTION	Students develop critical-thinking and reasoning skills, problem-solving competencies, technology proficiency, and content knowledge through evidence-based, relevant, differentiated instructional pedagogy and comprehensive curriculum.	4.24
LEADERSHIP	Leaders act as visionaries, influencers, learners, and instructional guides to ensure school policies and practices to support a whole child approach.	4.00
FAMILY & COMMUNITY ENGAGEMENT	Families, community members and organizations, and educators collaborate on shared decisions, actions, and outcomes for children.	4.00
PROFESSIONAL DEVELOPMENT & STAFF CAPACITY	Staff demonstrate the knowledge, skills, and dispositions necessary to ensure that each child is prepared for long-term success. They are supported by differentiated, job-embedded professional development.	4.17
ASSESSMENT	Assessment is varied and timely; conducted to adjust teaching-learning activities to maximize student progress in all areas; and generates meaningful, useful data for decision making.	3.80

WSCC SCHOOL HEALTH SCORES		Avg. Score
HEALTH EDUCATION	Health education assists students in living healthier lives. Through curricula, students acquire the knowledge, attitudes, and skills necessary for making health-promoting decisions, achieving health literacy, adopting health-enhancing behaviors, and promoting the health of others.	4.33
PHYSICAL EDUCATION & PHYSICAL ACTIVITY	A quality physical education program equips students with the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. It is characterized by a planned, sequential K–12 curriculum that provides cognitive content and learning experiences in a variety of physical activity areas.	4.33
NUTRITION ENVIRONMENT & SERVICES	Schools provide access to a variety of nutritious and appealing meals that accommodate the health and nutrition needs of all students. It offers students a learning laboratory for classroom nutrition and health education, and serves as a resource for linkages with nutrition-related community services.	4.00
HEALTH SERVICES	Schools ensure access or referral to primary health care services or both, foster appropriate use of primary health care services, prevent and control communicable disease and other health problems, provide emergency care for illness or injury, promote and provide optimum sanitary conditions for a safe school facility and school environment, and provide educational and counseling opportunities for promoting and maintaining individual, family, and community health.	4.00
COUNSELING, PSYCHOSOCIAL, & SOCIAL SERVICES	Organizational assessment and consultation skills of counselors and psychologists contribute not only to the health of students, but also to the health of the school environment. Services are provided to improve students' mental, emotional, and social health and include individual and group assessments, interventions, and referrals.	4.17
SOCIAL & EMOTIONAL CLIMATE	A school's social and emotional climate comprises the physical, emotional, and social conditions that affect the well-being of students and staff.	4.31
PHYSICAL ENVIRONMENT	A healthy and safe school environment includes the physical and aesthetic surroundings. Factors that influence the physical environment include the school building and the area surrounding it, any biological or chemical agents that are detrimental to health, and physical conditions such as temperature, noise, and lighting.	4.17
EMPLOYEE WELLNESS	Schools provide opportunities for staff to improve their health status through activities such as health assessments, health education, and health-related fitness activities. These opportunities encourage pursuing a healthy lifestyle that contributes to improved health status, improved morale, and a greater personal commitment to the school's overall coordinated health program.	3.75
FAMILY ENGAGEMENT	Families are a central source of students' learning and development. Engaging with families can inform, complement, reinforce, and accelerate educators' efforts to educate the whole child	4.00
COMMUNITY INVOLVEMENT	Schools actively solicit community resources and services to respond more effectively to the health-related needs of students. Every school, community, classroom, educator, student, and family has unique challenges and strengths, and can enhance the health and well-being of students.	3.90
POLICY, PROCESS, & PRACTICE	Current and future systems and actions are adjusted, adapted, or crafted to jointly achieve both learning and health outcomes. Day-to-day practices are examined and stakeholders collaborate so that they work in tandem, with appropriate complementary processes guiding each decision and action.	3.67

* These scores are intended to be an introduction to the school health components. For more detail please refer to CDC Adolescent & School Health.

Forestville Middle/High School

Categories: Healthy, Safe, Engaged, Supported, Challenged, Sustainability, School Climate & Culture, Curriculum & Instruction, Leadership, Family & Community Engagement, Professional Development & Sta..., Assessment

Legend: Average Score

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Demographics

Forestville Middle/High School	
Number of Surveys Taken	1
Job Designations by Role	
Building-level Administrator	1
Gender	
Male	1
School type	Public
School level	Other: (Middle and High School students)
Location	Rural
Country	United States
State/Province/Region	New York
School size	201–500
District	Forestville Central School
District size	1–1000
Survey population	1–50
English language learners	0%
Free and reduced lunch	49%

Next Steps

ASCD is available to support your implementation of a sustainable, whole child approach to education. Below are a few ideas and contact information to move to the next step. Your results from the ASCD School Improvement Tool will help your school/organization engage stakeholders in the improvement process and identify areas of focus within your own unique context across the Whole Child Approach (WCA) and the Whole School, Whole Community, Whole Child (WSCC) Model.

Individualized support:

We are able to offer one-on-one consultation via phone, webinar, or on-site visits. Additional services include school-wide or district-wide Whole Child Approach implementation with our cadre of trainers. We hope to have dedicated WSCC implementation trainings by the end of the calendar year.

Select any of the consultations below and an ASCD WCA/WSCC will be in contact with you.

- o **Phone Consultation**: Speak directly with an ASCD expert in school improvement to interpret your results and identify specific areas for focus.
- o **Data Review**: Work with an ASCD expert in school improvement to conduct a comprehensive data review of this survey and other school- and district-based data to identify strengths, challenges, and next steps for sustainable school improvement.
- o **Capacity Building Professional Development**: Partner with ASCD to get customized, job-embedded professional development to meet your needs and match your resources.

For information about capacity building professional development, please contact Jean Pride, Program Director, at 1-800-933-2723, ext. 5634, or 1-703-575-5634 or use the Contact Us button.

Comments/Additional Information

Key questions to consider:

- Is your school leadership ready?
- Is your school ready?
- Is your community ready?
- Does your school and community have capacity to use the model?

Provided below are some additional resources in which you may be interested.
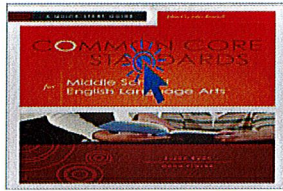
COMMON CORE STANDARDS FOR MIDDLE SCHOOL ENGLISH LANGUAGE ARTS: A QUICK-START GUIDE

Go in depth on Common Core Standards for middle schools to learn how they help students build on and extend skills acquired in earlier grades and prepare them for the nuanced communication and analytic work they will encounter in high school.
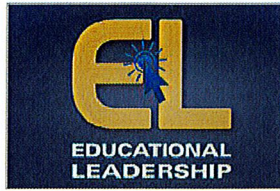
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"100 REPETITIONS"

This article by Jeffrey Benson in the October 2012 issue of Educational Leadership reminds teachers of the importance of failure along the path to success for troubled students. Particularly useful with those students who have unique behavioral or academic needs, the mantra of "100 useful repetitions" can guide instruction and reinforcement along the way to success.

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"A MOVING PROPOSAL"

Teachers who are sensitive to the role of movement in enhancing engagement will have greater success in sustaining students' attention levels. An "Art and Science of Teaching" column by Robert J. Marzano in the April 2012 issue of Educational Leadership magazine.

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LEADING WITH VISION: 6 STEPS TO IMPLEMENTING THE COMMON CORE STATE STANDARDS DVD

Designed to help school leaders to successfully implement the Commom Core standards, this new ASCD DVD shows examples of effective ways to empower teachers to make necessary shifts in curriculum planning and instructional practice. Seeing what real educators do in the field to turn the promise of the Common Core standards into reality will spark a solutions-driven discussion and inspire you and your colleagues to take on the challenges of systemic change.
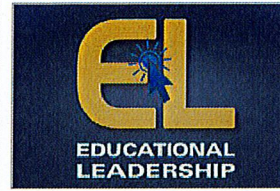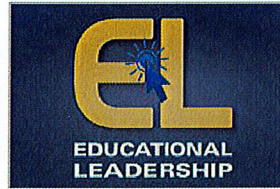
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"A COMMON CORE OF READINESS"

A large proportion of U.S. high school graduates are ill-prepared to meet the challenges of college or career. The new common core state standards can help. An article by Robert Rothman in the April 2012 issue of Educational Leadership magazine.

Click to view

"ADDRESS READING PROBLEMS EARLY"

With early detection and intervention, we can get students back on track. A "Research Says" column by Bryan Goodwin in the March 2012 issue of Educational Leadership magazine.

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