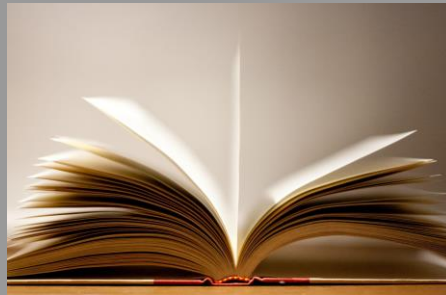


# Restructuring Academic Support at Darien High School



A Report to the Board of Education, January 26, 2016  
Ellen Dunn, Principal

# Current Structure of Academic Levels

200-level (College Preparatory/Skills)

300-level (College Preparatory)

400-level (Honors/Advanced Placement)

# Why Restructure Academic Support at Darien High School?

Research indicates when struggling students are provided with appropriate supports they will be successful in more rigorous curriculum. (200 and 300 level students)

There is a recognition that there is a need to provide more systemic support for struggling students at DHS.

The goal is to provide supports programmatically while maintaining academic rigor and the integrity of curriculum

# Current General Education Support Model

Levels

200, 300, 400 levels

Building level support:

- Small group and individualized support outside the classroom
- Small class size

# Current 200 level

High percentage of special education students

Modified curriculum

Co-Taught or taught by a general education teacher

Class size limited to 15 students

# Shift from 200 Level to a Comprehensive Class

Taught by a special education teacher

Offerings in math, science, social studies and  
English

Small class size

Modified curriculum

# Comprehensive Class - Student Composition

This class is designed for students who:

are identified by the PPT

- have significant academic needs
- have additional needs that cannot be met in other settings
- require intensive support/content modification

# 2015-2016 Full Year Pilot: Team Taught

Team Taught: English 10 (2 sections)

Two general education content teachers

Reduced student to teacher ratio

Common planning time

Rigor maintained



# 2015-2016 Second Semester 300 Pilot Lab

Lab Support: Western Civilization

One general education teacher and one general education lab teacher

Lab linked directly to class curriculum

Lab meets 3-4 times per rotation

Focus on pre and post teaching

# 2016-17 Year 2 of Pilot



# 300 Level Class with Accompanying Lab - Structure

Lab meets 3-4 times in an 8 day cycle

Class and the lab are taught by the same general  
education content area teacher

Lab is linked directly to class curriculum

Lab focus is on pre and post teaching

# 300 Level Class with Accompanying Lab - Student Composition

This lab is designed for :

- 200 or 300 level general education students (placed through the SRBI process)
- 200 or 300 level special education students who have no special content class requirements
- students who require pre and post teaching of content to maintain pacing of the course
- students who require small group instruction in a lab setting

# 300 Level Team Taught Class - Structure

- Class is taught by two general education content area teachers
- Reduced student to teacher ratio
- Common planning time
- Rigor maintained
- No accompanying lab with this class

# 300 Level Team Taught Class- Student Composition

This class is designed for students who may:

- need less support than the pre/post lab setting
- have special education accommodations or are in general education, but require additional support as defined by the SRBI team
- require a reduced student to teacher ratio in the classroom setting, increasing teacher contact

# 300 Level Co-Taught Class-Structure

Taught by one special education and one general education content area teacher

Special education teacher's primary focus is on learning styles

Special education students placed through PPT process

students have defined skill needs within their IEP that require specialized instruction within the classroom setting to manage course content

# 300 Level Co-Taught Class - Student Composition

This 300 level general education class is designed for:

- All 300 level students

- Special Education students who are recommended by PPT for the following reasons:

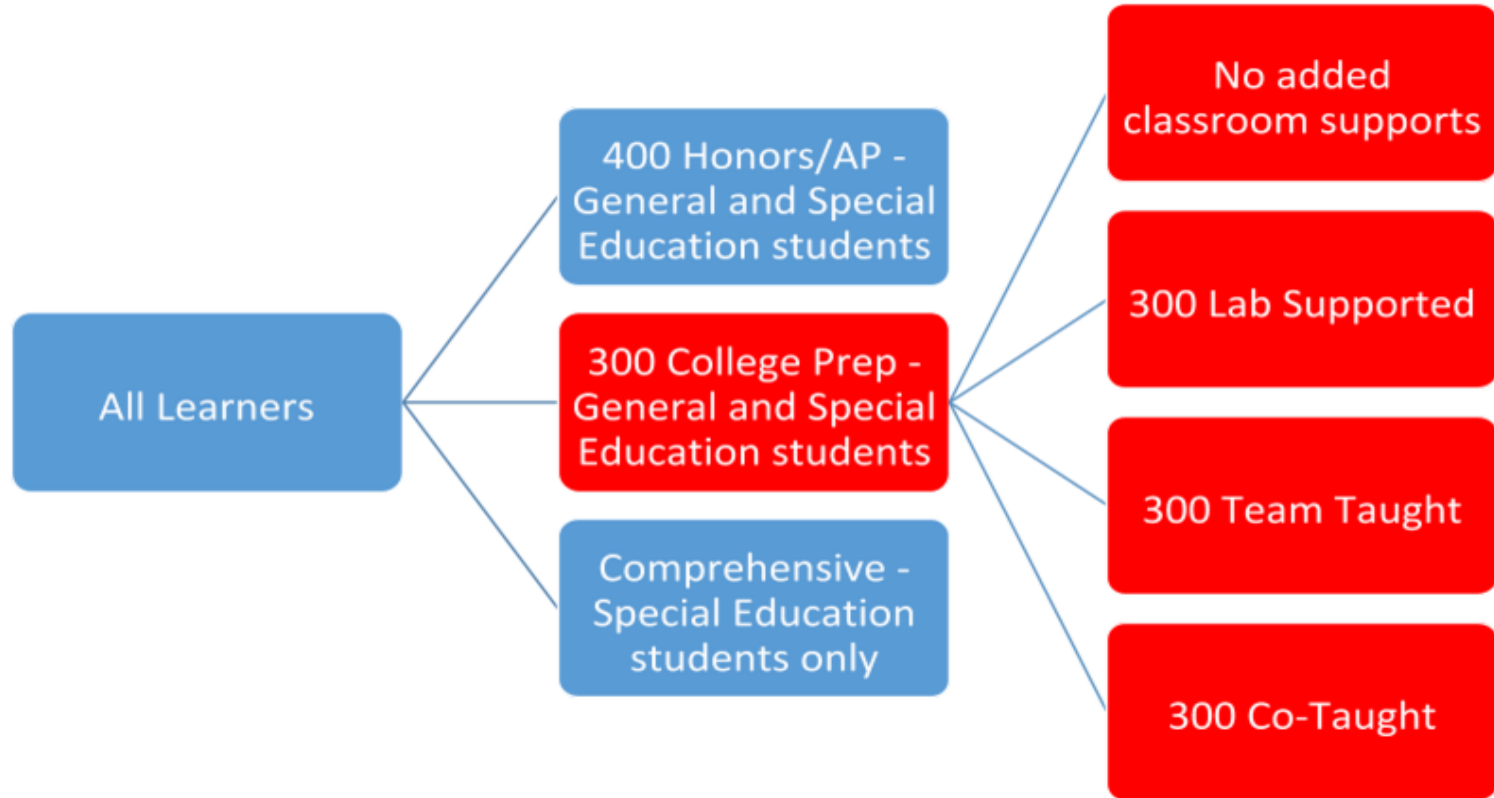
  - learning styles supported in the classroom

  - specialized instruction provided by a special education teacher

  - a reduced student/teacher ratio in the classroom



# DHS Levels and Academic Supports Pilot (16-17)



# Next Steps

Meet with staff (January 2016)

Meet with families of students in current 200 courses (February 2016)

Parent Coffee's for special education parents (February/March, 2016)

District-wide SEPAC presentation (TBD)

Look at staffing implications

Collect data from 2015-2016 Pilot (May/June 2016)

# Questions?