

# Danbury High School



## Student Support Framework

## Tier 1: Universal Supports

- 
- **Student Tutoring Center (STC):** Students may access and use the STC during any free period to complete projects, study for tests/quizzes and/or get homework help.
- **After-School Tutoring and Enrichment Program:** This program offers a wide range of activities including, but not limited to cooking, baking, tutoring, homework help, guitar lessons, photography and drawing. The after school program provides students with more than academic support, it helps strengthen their connection with other students, teachers and the overall Danbury High School Community.
- **Credit Recovery (Supplemental Interventions):** Students may utilize Credit Recovery programs to support learning through remediation, unit review, or simply supplement classroom instruction via digital learning.
- **Parent Portal:** Students and parents may access PowerSchool to review grades, assignments and attendance.
- **School Planners:** All students are provided with a school planner at the beginning of the year to support the organization of their assignments and daily calendars.
- **Discipline Code:** Danbury High School utilizes a well-defined and systematic discipline code that is consistent among all level offices, for all grade levels.
- **Student Success Plans:** All students create an individualized, student-driven plan to address their needs and interests, to keep them focused and connected, and help them achieve their postsecondary career and educational goals.
- **Advisory:** Students meet weekly with a their Advisory group and teacher, that remains constant throughout their high school careers, in order to strengthen the connection between students and adults as well as to foster a more supportive and engaging school culture.
- **Naviance:** This online tool is a singular source for students to access career and college planning tools, explore interests, and conduct research to assist in the formulation and monitoring of postsecondary career and academic goals.
- **Open Enrollment:** All students may enroll in College Prep, Honors or Advanced Placement classes.
- **Student-Led Conferences:** SLCs allow students to take personal responsibility for their learning and present their academic achievements to parents, teachers, and counselors. They encourage greater student accountability, reflection, and analysis of the learning process.
- **Tier 1 Interventions:** Teachers implement Tier 1 interventions for students who are struggling academically.
- **Common Benchmarks:** Benchmark assessments are administered to measure proficiency and to help align curricula across classrooms and grade levels. Data are used to evaluate student mastery of specific standards, predict end-of-year performance, and to identify areas of need in small group or individual bases.
- **ePortfolios:** Students utilize 21<sup>st</sup> century skills to showcase learning through the use of electronic portfolios. Students become active learners and assume ownership of the

learning process through artifact selection and reflection.

- **Summer Acceleration Program:** This program affords students the opportunity to advance their learning towards district standards, ultimately allowing them to take a greater number of advanced courses throughout the course of their high school career.
- **Parent Communication and Feedback:** Continuous parent contact via email, telephone and/or school meetings to provide feedback on their child's academic, attendance and/or behavioral performance.
- **Positive Behavior Recognition Program:** Individualized recognition for students who demonstrate positive academic, attendance and/or behavioral habits. Recognition is given through Perry Awards, Hatters' Heroes, and Awards Banquets.

## Tier 2: Select Supports

- **SRBI Tier 2 Meeting:** Students demonstrating any academic, attendance, and/or behavioral issues can be referred for a Tier 2 meeting. Tier 2 meetings include, but are not limited to, guidance counselors, teachers, parents, and students. Collectively, the SRBI team will identify areas of concern, review student SMART goals and determine appropriate interventions.
- **Mandated Referral to STC:** Students who are struggling academically will be mandated to go to the STC in place of a study hall. In certain cases, the STC may be mandated in lieu of an elective.
- **Weekly Attendance Letters:** Letters are mailed to parents/guardians weekly for any student who has accrued five or more absences in a semester.
- **Reading Lab:** Mandatory course for 9<sup>th</sup> grade students identified as being in need of remediation. Reading Lab provides fundamental support in literacy to ensure students have the foundational skills for subsequent success across all academic areas.
- **Math Lab:** Mandatory course for 9<sup>th</sup> grade students identified as being in need of remediation. Math Lab provides fundamental support in math to ensure students have the foundational skills for subsequent math success.
- **Students At Risk (STAR) Program:** Transition program designed to aid incoming 9<sup>th</sup> grade students who have demonstrated difficulty with school attendance, academics or behavior and are at risk for being retained.
- **Credit Recovery:** Students who have previously failed a course may be eligible for Credit Recovery. This program operates online and allows students to move at their own pace. Students complete lessons and are tested unit by unit. Upon successful completion of a credit recovery course, full credit will be restored to the student for their previous course failure.
- **Home Visits:** These visits are made for students who are truant/habitually truant as well as for families that have extenuating circumstances, which may impact student performance.
- **Attendance/Behavior Plans:** Individualized plans are developed for students who have accrued five or more absences and/or have an excessive amount of referrals.

- **Assignment Organizers:** Students who have accrued an excessive number of missed homework assignments are mandated to use an assignment organizer that must be initialed by their teachers and signed off on by their parents/guardians.
- **Student reflections:** Students are asked to reflect on their short-term and long-term goals to determine their level of completion. Additionally, they must think about what they can do in the future to better accomplish their goals.
- **Regular Progress Meetings:** Students meet with one of the Deans of Student Support on a weekly, bi-weekly, tri-weekly, or monthly basis to review progress towards their short-term/long-term goals.
- **Organizational Planning:** Individualized organization planning meetings are held for students who need assistance in developing appropriate organizational strategies for success.
- **SMART Goals:** Student developed goals, pertaining to academics, attendance, and/or behavior, that are specific, measurable, achievable, relevant and timely.
- **Small Group Instruction:** Intentional grouping of students in order to maximize learning, promote success, and offer effective support.
- **Text Message Alerts:** Text messages sent to parents and students offering reminders, wake-up calls, important dates, and other pertinent information.

### Tier 3: Focused Supports

- **SRBI Tier 3 Meeting:** Students are referred to Tier 3 if further support is required outside of Tier 2. A Tier 3 team will be assembled by a building administrator and could include teachers, school counselors, Deans, the School Climate Specialist, Social Workers, Psychologists, and/or school crisis counselor
- **Directed Study Hall:** Students demonstrating academic, attendance and/or behavioral issues may be mandated to attend directed study halls. These study halls are monitored directly by a level administrator and are comprised of small groups of students led by interventionists.
- **One-on-One Student Tutoring:** Students may be paired up with other students, typically from the National Honor Society, to receive one-on-one tutoring in a particular subject area.
- **Early Morning Attendance Phone Calls:** For chronically absent students, phone calls may be made between the hours of 6:00 am and 7:00 am to assist students in arriving to school.
- **Alternative Administrative Placement:** After tier 2 and tier 3 meetings have been held and multiple interventions have been attempted, students can be placed, by a school administrator, at an alternative school to better support the students' needs.
- **Referral to Community Resources/Agencies:** Depending on the needs of the student and their family, referrals to various community resources and organizations may be made to better support student needs.
- **Regular Home Visits:** For students that are chronically absent, regular home visits may be made by their respective dean in order to assist students and their families in improving student attendance.
- **Court Referrals:** Students that accrue four (4) unexcused absences in a month or ten

(10) total throughout the year, will be referred to juvenile probation for truancy.

# Responsibilities

## Teachers

- Implement Tier 1 Interventions within the classroom
- Contact parents/guardians if an academic or meeting attendance issue arises

## Counselors

- Meet with students that demonstrate attendance, academic and/or behavior issues
- Contact parents/guardians if daily attendance issues arise
- Hold individual pre-conferences with student prior to Tier 2 meeting
- Conduct Tier 2 meetings
- Conduct follow up Tier 2 meetings to help determine next steps

- Attend Tier 2 and 3 Meetings
- Monitor interventions
- Contact parent/Guardians

- Conduct progress monitoring meetings with students
- Attend Tier 2 and Tier 3 meetings
- Conduct Home Visits
- Send text message alerts as needed
- Arrange one-on-one student tutoring
- Oversee student progress in Tutoring Center

## Deans