



DHS Supports

1/26/2021

History

2016-17

Lab Model and Team Taught Model were introduced in response to closure of 200 level classes and a recognized need for academic support.

Supports at DHS

Special Education

- Learning Center
- Comprehensive Math, English, Science, History
- Cotaught English
- Cotaught Math

General Education

- Lab Model
- Team Taught
- Academic Success Center (Homework Center)
- Reading and Study Skills
- Learning Connections
- Fitch



Student Intervention Team

Meets once a week to review academic progress of individual students.

Members:

- School counselor
- School psychologist
- Assistant Principal
- Academic Success Center/Reading and Study Skills teacher
- Student
- Parent

Recommendation: Supports based on need

Student Intervention Team

38 students referred to SIT this semester

34 students assigned to Academic Success Center and/or Reading and Study Skills

Additional Supports considered:

- Lab Support
- Team taught
- Instructional Paraprofessional support
- Course changes/levels
- Referral to 504 Team
- Referral to PPT 1

Team Model and Lab Model



Lab Model - Structure

Lab meets 3-4 times in an 8 day cycle

- Class and 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



Lab Model -Student Composition

Lab is designed for students who:

- are in general education, but require additional support
- may require special education accommodations
- require pre- and post-teaching of content to maintain pacing of the course
- require small group instruction



Team Taught Model - Structure

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

Team Taught - Student Composition

This class is designed for students who:

- require less support than the lab setting
- are in general education, but require additional support
- may require special education accommodations
- require a reduced student-to-teacher ratio in the classroom setting, increasing teacher contact during class

What Have We Learned?

- Student need for support decreases significantly from grade 9 through grade 12
- Requests for Team Teaching Model have decreased
- Current Team Teaching sections are in 9th and 10th grade only
- Labs meet in grades 9-12
- Teachers prefer Lab Model - more targeted intervention
- Team Teaching is, by design, a less intensive intervention than Lab



Team Teaching

Strengths

Dynamic learning environment

Reduces student-teacher ratio

Weaknesses

Less targeted than lab

Does not provide for pre- and post-teaching

Does not provide small group instruction



Social Studies Supports

Lab model

Courses:

- Western Civ
- World Studies
- American History
- Law and Government

Team Taught Model

Courses:

- Western Civ
- World Studies

Social Studies Lab

Course	# Labs	# Students	Avg Lab Size
Western Civ	3	24	8
World Studies	2	13	6.5
American History	2	5	2.5
Law and Gov	1	1	1
Totals	8	43	5.4
FTE	.8 FTE	43	

Social Studies Team Taught

Course	# Sections	# Students
Western Civ	2	7
World Studies	2	11
Total	4	18
FTE	.8 FTE for TT	18
FTE to Labs	.4 FTE	

English Team Taught/Split Sections Covid

Course	# Sections	# Students
English 9	2	13
English 10	2	12
Total	4	25
FTE	.8 FTE for TT	25
FTE to labs	.4 FTE	

Labs in English and Math

Department	# of Labs	# of students	Avg. Lab size
Math	8	43	5.4
English	6	21	3.5

Recommendations

Close the remaining 4 sections of Team Teaching in English and Social Studies

Serve the support needs of students via the lab model, preferred by teachers

Create additional sections of lab which will, in turn, create scheduling flexibility and accommodate students from Team Taught sections

Reallocate 1.0 FTE across disciplines which, along with the requested 1.0 FTE increase, will maintain optimal class sizes in all areas as enrollment increases at DHS