



CROMWELL HIGH SCHOOL'S
PLAN TO IMPROVE
ATTENDANCE FOR STUDENTS
WITH DISABILITIES

Restructuring MTSS

- Prior to the restructuring of MTSS, students with disabilities were sharing services with Tier 2 and 3 students. A concentration of services was not being provided to either subgroup.
- Created a team to review and restructure our MTSS model
 - Team Members
 - Assistant Principal, K-12 Numeracy Specialist, K-12 Literacy Specialist, Special Education Supervisor, Secondary Numeracy Coach, Secondary Literacy Coach, School Social Worker, Special Education Teacher, Classroom Teacher
 - Referral and Progress Monitoring forms were created
 - Tier 2 and 3 services were aligned to support current curricular needs, as well as gaps from past academic losses
 - teacher: student
 - technology
 - Kahn Academy
 - iReady

Monthly Loss of Credit Student Meetings

- Our school Attendance Secretary compiles a list of students who hit trigger thresholds 4, 7, and 9. This, of course, includes our students with IEP's.
- Letters are, of course, sent to the families of these identified students' families.
- Additionally, our Credit Loss Prevention team meets with these students individually.
 - We discuss with the student why they are struggling to get to school.
 - Together, we put together plans to support this student.
 - For our students with IEP's, we review the IEP to be certain it is being implemented properly and that the student is aware of their services.
- The team consists of...
 - Assistant Principal, School Social Worker, School Counselors, Tier One Classroom Teacher
 - If any member of the team believes that the committee meeting might create increased school anxiety, the student's School Counselor will meet with them individually.

Partnered with ROOT

- Last fall, we partnered with ROOT counseling.
- This service brings independent counseling services directly into our high school.
 - Makes connecting with a private counselor easier for families
 - Provides face to face counseling services
 - Creates a shared partnership of the student between the private counselor and the school counseling department
 - Reduces the amount of lost instructional time for the student (ie. no transportation time)
 - Students are not missing out on services detailed in their IEP.
 - Adds additional layers of mental health support for our students.
 - Allows our school psychologist to focus solely on students with IEP's that include counseling.

Hired a Social Worker

- Hired a full time social worker last fall.
- The School Social Worker services students with School Counseling written into their 504's, as well as student who are in crisis.
 - This allowed our school psychologist to focus their sole attention on servicing students whose IEP's specified school counseling services.
- The School Social Worker oversees all DCF referrals and partners with outside resources (ie. Beacon Hill) to support students and their families in crisis.

Hired a Family/School Liaison

- Our Family/School Liaison helps us connect more directly with the families of our students who are struggling to get to school.
- He visits the homes of students who are truant, brings information back and forth between the school and the families all while building trusting relationships.
- Additionally, our Family/School Liaison has a background as a Juvenile Parole Officer. His unique background also helps us be proactive about providing resources and services to our students who are heading down a dangerous path.

Implemented PD for Small Group Instruction in Tier 1 Classrooms

- With the help of our newly appointed K-12 Literacy and Numeracy Supervisors and Secondary Literacy and Numeracy coaches, our staff has been receiving extensive training on the benefits of small group instruction at the secondary level.
- Small group instruction allows ALL of our students to receive instruction that is at their level, making all students feel included.