

PLC IC Map – Learning is our Fundamental Purpose II

We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we work collaboratively to clarify what students must learn and how we will monitor each student’s learning.

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<p>The school has a highly coordinated system of intervention and enrichment in place. The system is very proactive. Coordination with sender schools enables the staff to identify students who will benefit from additional time and support for learning even before they arrive at the school. The system is very fluid. Students move into intervention and enrichment easily and remain only as long as they benefit from it. The achievement of each student is monitored on a timely basis. Students who experience difficulty are required rather than invited to utilize the system of support. The plan is multilayered. If the current level of time and support is not sufficient to help the student become proficient he or she is moved to the next level and receives increased time and support. All students are guaranteed access to the system of intervention regardless of the teacher to whom they are assigned. The school response to students and views those who are failing to learn as under supported rather than at risk.</p>	<p>The school has developed a schoolwide plan to provide students who experience difficulty with additional time and support for learning in a way that is timely, directive, and systematic. It has made structural changes such as modifications in the daily schedule to support the system of interventions. Staff members have been assigned new roles and responsibilities to assist with the interventions. The faculty is looking for ways to make the system of interventions more effective.</p>	<p>The school has taken steps to provide students with additional time and support when they are experiencing difficulty. The staff is grappling with structural issues such as how to provide time for intervention during the school day in ways that do not remove the student from new direct instruction. The school schedule is regarded as a major impediment to intervention and enrichment and staff members are unwilling to change it. Some are concerned that providing students with additional time and support is not holding them responsible for their own learning.</p>	<p>The school has attempted to establish specific policies and procedures regarding homework grading. Notification of student progress and referral of students to child study teams to assess their eligibility for special education services. If the school provides any additional support for the students it is either a pullout program that removes students from direct instruction or an optional afterschool program. Policies are established for identifying students were eligible for more advanced learning.</p>	<p>What happens when a student does not learn will depend almost exclusively on the teacher to whom the student is assigned. There is no coordinated school response to students who experienced difficulty. Some teachers allow students to turn in late work; some do not. Some teachers allow students to retake a test; some do not. The tension that occurs at the conclusion of each unit when some students are proficient and ready to move forward and others are failing to demonstrate proficiency is left to each teacher to resolve.</p>