

# FRAMEWORK FOR MEETING THE NEEDS OF EACH LEARNER

## Promoting Collaborative Conversations to Enhance Student Achievement Getting an Overview and Determining Needs

### Demographics of School and Community

- ◆ Who specifically are our learners?
- ◆ What are their unique learning needs?
- ◆ What are our school and community characteristics?
- ◆ Who are our designated students and what are their unique needs?

### Data

- ◆ What data (provincial, district, school, classroom) do we have?
- ◆ When and how do we share and review our data?
- ◆ How do we monitor progress?
- ◆ What school needs are identified through our data?
- ◆ What target groups are identified (e.g., Aboriginal learners, boys, ESL, refugee learners, early learners, students not yet meeting expectations, etc.)?
- ◆ Do we need further assessment for some learners to inform our planning?

### Prioritize and Set Goals

- ◆ What are the goals and measurable objectives of our plan?
- ◆ What are the goals and measurable objectives for our target groups?
- ◆ How will we assess the learning of our targeted students within our plan?

## DEVELOPING AN ACTION PLAN

### SCHOOL WIDE STRUCTURES/RESOURCES

1. What structures/resources do we have in place, or need to implement, to meet the goals and objectives of our growth plan?
2. What school wide structures/resources (e.g., peer tutoring, early intervention, restitution, etc.) do we already have in place, or need to implement, to meet goals and objectives for our target groups?
3. How are these structures consistently monitored and adjusted as required?
4. How are the structures and resources aligned with research-based practices?
5. How are we strategically organizing personnel to support school wide structures and targeted groups (e.g., block reading, peer tutoring, lunch programs, collaborative planning time, etc.)?
6. What staff development/resources do we need to support the achievement of each learner (e.g. Differentiated Instruction, Universal Design for Learning, etc.)?
7. How does the school based team support the school wide structures?

### CLASS WIDE STRUCTURES

1. What class wide structures/resources do we already have in place, or need to implement, to support the needs of each learner and our targeted groups (e.g. Differentiated Instruction, literacy and numeracy centres, focused instructional groupings, etc.)?
2. What staff development/resources do we need to support the achievement of each learner?
3. How do we identify and monitor emerging needs?
4. How will the school based team support classroom structures?

### INDIVIDUAL AND SMALL GROUP INSTRUCTION

1. What research based instructional practices, programs and understandings do we currently have or need to support the 5-15% of students who need explicit, targeted individual or small group instructions?
2. What researched based resources do we need to support these targeted groups?
3. How are we using the staffing allocation provided to support both high and low incidence students?
4. How do we identify, monitor and adjust our organization to meet emerging needs?

### Monitoring Progress and Adjusting Practice

Does our data indicate that our structures/resources made a difference?

How will we collect and analyze achievement data?

How do these data indicate growth for our target groups?

What process do we have to monitor and adjust our structures based on data?

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