

A Calendar for Enhancing Student Support by Integrating a Comprehensive Learning Supports Component into School Improvement Planning

Spring – Getting Started and Looking Ahead to the Coming Year

***Establish and build the capacity for mapping and analysis of the resources currently allocated for all learning support activity and personnel at the school

One way to do this is to coalesce those at the school who are most concerned with addressing barriers to learning and teaching into a “Learning Supports Resource Team.”

See:

>*Developing Resource-Oriented Mechanisms to Enhance Learning Supports*

http://smhp.psych.ucla.edu/pdfdocs/conteedu/developing_resource_oriented-mechanisms.pdf

***Map and analyze resources using a comprehensive intervention framework that provides an umbrella for all personnel and activity currently used to support learning at school

See:

>*Resource Mapping and Management to Address Barriers to Learning: An Intervention for Systemic Change*

<http://smhp.psych.ucla.edu/pdfdocs/resourcemaping/resourcemappingandmanagement.pdf>

>*Another Initiative? Where Does it Fit? A Unifying Framework and an Integrated Infrastructure for Schools to Address Barriers to Learning and Promote Healthy Develop.*

<http://smhp.psych.ucla.edu/pdfdocs/infrastructure/anotherinitiative-exec.pdf>

Summer/Fall – Becoming a Major Partner in School Improvement

***Plan a system of learning supports (e.g., an enabling/learning support component) and integrate it fully into the school improvement plan (include standards and quality indicators for accountability)

See:

>*Addressing What’s Missing in School Improvement Planning: Expanding Standards and Accountability to Encompass an Enabling or Learning Supports Component*

<http://smhp.psych.ucla.edu/pdfdocs/enabling/standards.pdf>

***Formulate prioritized recommendations for strengthening learning supports

In doing this, review school data to determine which problems are affecting many students and are most in need of programmatic intervention to enable learning and teaching (e.g., attendance, newcomer transitions, excessive referrals for specialized services and special education). Then, identify what would be the best use of existing resources and personnel to address these problems.

***Request access to (and, better yet, participation at) planning & decision making tables

Winter – Making it Happen

*Interact formally with decision makers in planning for next year through offering specific recommendations based on plans for redeploying existing resources that ensure there is movement toward developing a comprehensive and multifaceted approach to addressing barriers to learning and teaching

*Help to ensure available funds, space, and other resources for programs, capacity building (including staff development) are allocated in ways that ensure learning supports are not marginalized and fragmented

See:

>*The School Leader’s Guide to Student Learning Supports: New Directions for Addressing Barriers to Learning* – <http://smhp.psych.ucla.edu/corwin/bookannouncement.htm>