




Meeting the Needs of All Learners

Update to the Melrose School Committee

Presented on:

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How Did We Come to Be Here?

- 2008- Critical conversations in relation to the needs of academically advanced and gifted students
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- Conversations about the needs of a wide variety of learners
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- Perception of need for action to benefit all students
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- District-wide decision to ensure that all students feel motivated and successful

A Working Definition of Meeting the Needs of All Learners

An instructional philosophy and behavior that supports the belief that all children should be challenged, motivated, and engaged in their learning, regardless of where they fall on the learning spectrum

What Did It Look Like Last Year?

- Increased focus on assessments and how all students learn
- Use of data to create flexible learning groups at the elementary and middle school levels
- Expansion of instructional practices to include co-teaching
- Increased focus on professional development around co-teaching

What Lessons Did We Learn?

- We need to examine growth data over time to measure effectiveness
- We need to be open to change if we see something is not working
- Teachers need time to plan collaboratively to ensure effective instruction
- We have many tools to gather data, as well as a large quantity of data to analyze

What Does It Look Like This Year?

- Flexible grouping within the classroom is well established
- Strengths of staff and needs of students are taken into account in establishing groups
- Some cross grade level movement is implemented if appropriate
- There is a commitment to working with students in small groups in Math in addition to Reading
- There is a routine use of data for student placement

What are Some Exemplars?

- All elementary co-teaching teams have common planning time
- MVMMS Skills Plus Program
- Creation of data teams across the district
- Addition of a Behavior Specialist to support the emotional and behavioral needs of students
- The use of Lexia at the elementary level
- Provide flexible groupings based on data analysis with a focus on Math and English
- Access Virtual High School Global Consortium

What Are the Next Steps?

- Providing professional development focused on the individual teacher or team working with principals and/or coach
- Continued progress monitoring of students
- Principals and department chairs will increase focus on being instructional coaches
- Addressing schedule issues to provide for common planning time at all levels
- Entering data into the Atlas Curriculum Mapping tool

What We Hoped for Is Becoming a Reality

Meeting the needs of all learners is becoming a natural and integral part of instruction across the district