

MINA Charter School

Support Structure for Struggling Non-Disabled Students

MINA Charter School (MCS) has selected personalized learning as our primary instructional method in a blended learning environment. The benefits of implementing blended learning include the teachers ability to: (a) create smaller learning communities within the larger class, (b) group students strategically, and (c) adjust instruction and practice for specific students. Each MCS classroom will share the same three-station design of: (a) teacher-led small group instruction time, (b) Online personalized learning time and (c) project time. At the small group instruction area, teachers will group students strategically and by ability levels. For example, a group of high-level writers who are working on essay writing in an English class may need a short explanation only of a certain aspect of writing, such as a thesis statement. With this group, the students only need their teacher to be a coach and provide individual feedback. A higher-needs group will require more interaction with the teacher. For instance, the teacher provides detailed instruction, including modeling all the components of an essay and providing the writing prompt. The teacher is also a coach providing feedback and encouragement on individual skill needs and the student's personal learning goals. Students working individually on their 1:1 issued Chromebook, will be working on personalized assignments. The teacher will provide feedback student work and approve students to take assignment assessments once he or she demonstrates readiness.

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