

ES LEARNING CENTER

- Learning Center Philosophy:

In the Learning Center, we believe that all students, especially those with learning disabilities and difficulties, deserve a quality education and opportunity to reach their individual potential. We know that students who present learning disabilities and difficulties will need support and specialized instruction to reach academic goals. We work HARD to create a positive LEARNING ENVIRONMENT where students develop skills to support their learning difficulties, become independent and achieve success in academics and their personal lives.

- General:

The purpose of the Elementary Learning Center is to provide support to teachers and parents when determining the students needs, based on external evaluations. In order to achieve this, we provide accommodation and support to help the student being successful at school, creating a positive learning environment where all the students are able to develop the abilities needed to overcome their learning difficulties and achieve independence on their work production. In order to achieve this, we create an Individualized Learning Plan (ILP) for each student that includes:

- External evaluation summaries
- Learning style
- Strengths and areas for development
- Accommodations
- Objectives for the school year
- Focus areas
- Data to show progress
- Schedule and time intensity of sessions

- What kind of support do we provide? The LC provides support on three main areas:

- Reading: students at the LC who need extra support in reading, are divided in two main groups.
 1. Mild needs: these are students who are one school year behind their grade level expectations. They receive extra support by engaging on reading comprehension and fluency 3 times a week, 20 minute sessions each.
 2. Intensive needs: these are the students whose reading levels are 2-3 school years behind their grade level. They would work 4-5 times a week, during 30-40 minute individual or group sessions, on a direct instruction reading program. At Cojowa we work with the Barton Reading & Spelling

System for English, and Estrellita for Spanish. These are an Orton-Gillingham influenced tutoring system for children, teenagers, or adults who struggle with spelling, reading, and writing due to dyslexia or a learning disability.

- Writing: students at the LC who receive support in Writing are categorized as follows:
 1. Push in support: the LC specialist would enter the classroom and provide one on one support to the student during independent time, after the homeroom teacher had taught their lesson.
 2. Pull out support: the student would receive support at the LC. During this one on one session, they would work in a separate environment, with access to different tools such as minibboards, voice recording and video devices, and other motivating strategies, to support their writing process.

- Math: the support provided in Math is categorized as follows:
 1. Push in support: the LC specialist enters the classroom during Math instruction and independent time, to support the students learning process.
 2. Pull out support: the student would receive support at the LC during non-academic classes to receive extra support on math instruction.
 3. Assessments: some students benefit from isolated test-taking environments. This service is offered to those LC students who might get distracted by group interaction, peer pressure, or too much noise. At the LC students find a peaceful and secure environment to take their tests.

- MAP Tests: LC students who have an attention deficit diagnosis can apply to receive this service. This would include taking all three MAP tests (Reading, Language Arts, and Math) at the LC. Strategies such as active breaks, flexible seating arrangements, and snacks, are offered to our lucky students.

- How do we assess it?

At the Learning Center we take several tests in support to Homeroom or Specialist classes. These include reading level measured by the DRA; Math exit tickets and end-of-module assessments; writing books; among others.