Organize the System Around One Learner

PURPOSE

Align people, structures, resources, and opportunities around one student so they experience school as a connected system rather than a collection of disconnected initiatives.

PARTICIPANTS

Recommended participants include:

- Advisor, trusted adult, or case manager
- Attendance staff, high school navigator, or registrar representative
- English language learner (ELL) or multilingual learner (ML) lead
- Literacy or reading support lead
- Career pathway coordinator
- Expanded learning partner representative
- Transportation, community school, or community partner representative
- Family representative, if feasible

Optional: Special education, social-emotional learning (SEL), multi-tiered system of supports (MTSS) lead, or counselor.

MATERIALS

- Student profile, provided in advance or through a brief overview
- One Learner Map
- Flip chart or slide for recording agreements

PROTOCOL AT A GLANCE

TOTAL TIME

90 MIN

1. Student Story and Non-Negotiables — 10 MIN
2. Map the Student's Experience — 20 MIN
3. Build Shared Understanding — 10 MIN
4. Coordinate the System — 25 MIN
5. Identify One High-Leverage Adjustment — 10 MIN
6. Review Equity and Feasibility — 10 MIN
7. Confirm Agreements and Follow-Up — 5 MIN



1 Student Story and Non-Negotiables

10 MIN



Goal: Focus everyone on the student's lived experience.

The advisor or trusted adult shares a brief student story that includes:

- Strengths, interests, and academic experiences, especially reading
- Language needs
- Recent attendance changes, including what changed and when
- Transportation and family responsibilities

The team identifies two or three non-negotiables that should guide the student's support plan.

Examples:

- Maintain the student's connection to their health career pathway.
- Ensure reading support is accessible to the multilingual learner.
- Account for family circumstances when addressing attendance.

Outcome: A shared understanding of the student's current circumstances and priorities.

2 Map the Student's Experience

20 MIN



Goal: Create one picture of the student's experiences across programs and supports.

Complete the One Learner Map using what the team knows about the student's typical week or month.

One Learner Map

Domain	What does the student experience?	Who is involved?	What do we know?	What is unclear?
Attendance and participation				
Language and learning access				
Literacy and reading support				
Career pathway relevance				
Expanded learning connection				
Home and family context				
Barriers to participation				

Guiding question: Where might different parts of the system unintentionally be working against one another?

Outcome: A consolidated picture of existing supports and gaps.

3 Build Shared Understanding

10 MIN



Goal: Agree on what the student needs most right now.

Invite each participant to answer:

From your role, what is the most important factor influencing this student's progress?

Listen for connections and differences across perspectives rather than debating whose interpretation is correct.

If participants disagree, identify what additional information the team needs.

Outcome: A shared understanding of the factors influencing the student's progress.

4 Coordinate the System: Same Student, Same Plan

25 MIN



Goal: Create one coordinated plan with clear responsibilities.

Develop a One-Learner Coordination Plan with four parts.

A. PRIMARY FOCUS

Write one sentence describing the team's shared priority.

Example:
Stabilize attendance while strengthening reading access so the student can continue in the health career pathway.

B. STUDENT EXPERIENCE COMMITMENTS

Identify three to five concrete commitments describing what the student will experience.

Examples:

- A trusted adult checks in weekly.
- A transportation plan is active by an agreed-upon date.
- Reading support connects to science and health pathway texts.

B. STUDENT EXPERIENCE COMMITMENTS

Clarify who will do what and when.

ROLE	RESPONSIBILITY
Advisor or trusted adult	Coordinate support, maintain the relationship, and monitor attendance triggers
Literacy lead	Provide targeted reading support and monitor progress
Multilingual learner lead	Ensure language demands are appropriately supported
Pathway coordinator	Connect learning to the student's health career interests
Expanded learning partner	Provide mentoring or tutoring connected to pathway learning and attendance
Transportation or community partner	Address transportation barriers with family input

B. STUDENT EXPERIENCE COMMITMENTS

Identify three to five concrete commitments describing what the student will experience.

Examples:

- A trusted adult checks in weekly.
- A transportation plan is active by an agreed-upon date.
- Reading support connects to science and health pathway texts.

5 Identify One High-Leverage Adjustment 10 MIN



Goal: Prioritize the change most likely to improve the student's experience.

Ask:
If we could improve only one thing first, what would make the greatest difference in attendance and learning access within the next two to four weeks?

Choose one adjustment and identify who is responsible.

Outcome: One priority action with a clear owner.

6 Review Equity and Practical Feasibility 10 MIN



Goal: Ensure the plan works within the student's actual circumstances and does not place additional burdens on the student or family.

Consider:

- Does the plan address multilingual learning needs through meaningful access, not just remediation?
- Does it reduce family burdens related to scheduling, communication, or transportation?
- Are expectations realistic given the student's responsibilities?
- Could language, time, transportation, or stigma create unintended barriers?

Adjust the plan as needed.

Outcome: Revisions that strengthen equity and feasibility.

7 Confirm Agreements and Follow-Up

5 MIN



Goal: Establish how the team will monitor progress and maintain coordination.

Agree on **one or two progress measures,** such as:

- Attendance rate or days present
- Reading access, comprehension, or progress with scaffolded texts

Agree on **A qualitative indicator,** such as:

- Student connection or belonging
- Weekly advisor check-ins

Also confirm:

- The next meeting date and what will be reviewed
- A single trusted adult who will serve as the family's primary point of contact

Outcome: A scheduled follow-up and a shared monitoring routine.

Additional Notes: