

Academic Success for All

All Means All: Red Clay's Plan for Inclusive Instruction

Articulation and Communication Planning

April 15, 2013

Objectives

- Roles: Time keeper & scribe
- Reveal ourselves! Grounding & Introductions
- Share process, Vision and Academic Plan
- Develop an Articulation and Communication Plan for 2013-14 year
- Develop Community Teams
- Wrap Up

Reveal Yourself: Like Me



Stakeholder Group Process

Goal 3 Strategic Plan Closing the Achievement Gap Inclusion Research



Vision Statement Activity

Please take 4-5 minutes to read the Vision Statement independently.

As you read, please mark key concepts and ideas.

With a shoulder partner at your table, take 5 minutes to share at least key concept or idea you had highlighted.

Academic Success for All

All Means All: Red Clay's Plan for Inclusive Instruction

Vision

All members of the Red Clay community will demonstrate the ***belief and expectation*** that every student be given equal opportunity and equal access to a high quality inclusive education with the ultimate goal of being college and/or career ready.

All Red Clay schools will develop a greater ***capacity*** to teach all learners. The Red Clay School District is committed to continuous improvement through examining and realigning appropriate ***structures, supports, and resources*** for the instruction of all students in all schools.

Guiding Principles

Belief and Expectation

- Ownership of students' success belongs to the whole school community; all members of the Red Clay community will welcome, support, and share responsibility for each student's learning.
- Every student is a general education student. Some students are eligible for additional support services.
- All students will be respected and valued for their diversity.
- Highly effective administrators and teachers will hold rigorous expectations and ensure that quality instructional strategies will collaboratively engage all learners.

Capacity

- Job-embedded professional development will be infused for administrators and teachers to continuously improve student learning.
- Professional learning communities will be utilized to ensure meaningful collaboration and ongoing discourse around student data and effective instructional strategies.
- Partnerships and collaboration with families and community providers, which are essential for student success, will be established.

Structures, Supports, and Resources

- The District will provide an inclusive education by creating a “school-based continuum of services” with an array of flexible schedules, supports, and services to ensure that all students have access to and are engaged in learning the core curriculum.
- District leadership will commit to the comprehensive examination and realignment of appropriate structures, supports, and resources necessary to enable every school to have the capacity to provide all students with high-quality instruction.
- District and school policies and practices will support an inclusive philosophy.

With your group, let's discuss these questions about our Vision Statement. Be ready to share out 2 or 3 top perspectives:

1. What are the things you see that look exciting to you?
2. What are some of the implications and applications of this Vision?
3. What are the shifts surrounding our Vision Statement?
4. As we are considering the bigger picture, what might be some of the factors and ripple effects that could be involved?
5. What are some of our feelings about the Vision?
6. What might be some of the ways we will know when we are successful?
7. What are some insights we might carry forward?
8. What questions might you still have about our Vision Statement?

System Approach

- Efficiently organizes/distributes resources, technical assistance, and professional learning opportunities
 - Establishes district wide policy to guide efforts and increase accountability
 - Centralizes and streamlines action planning and decision making
 - Provides opportunities for district to learn from and support each schools' successes and challenges
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Our Vision

Level 1 System Implementation Team

Includes the superintendent or designee and a family representative.
Team meets 2-4 times per year.

Level 2 District Implementation and Coaching Team

Team meets monthly with Project CHOICES and participates in professional learning and networking.
Check and Connect weekly to support implementation.

Level 3 Building Implementation and Coaching Team

Includes building administration.

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Classroom Implementation

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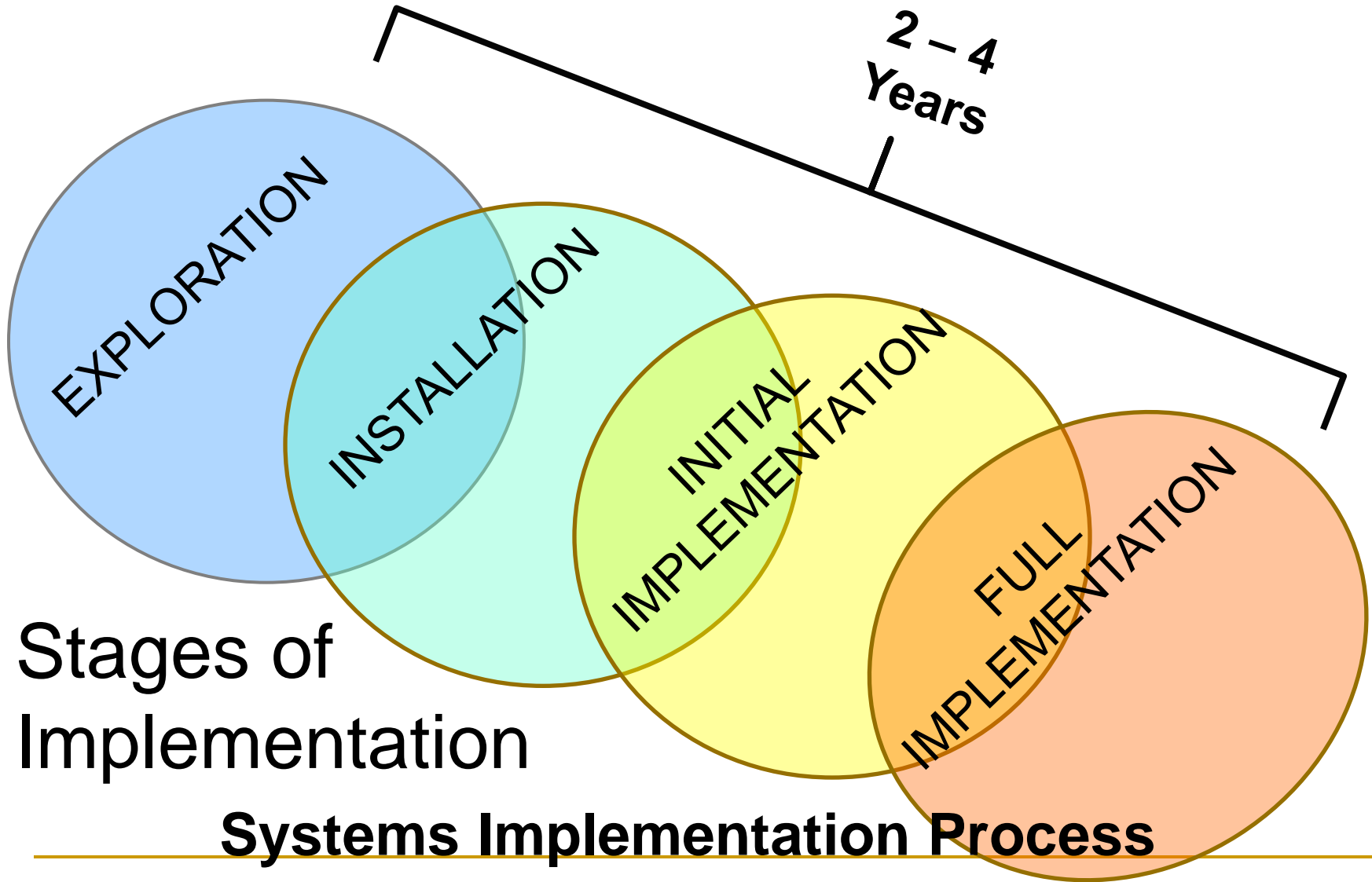
Policy Enabled Practice

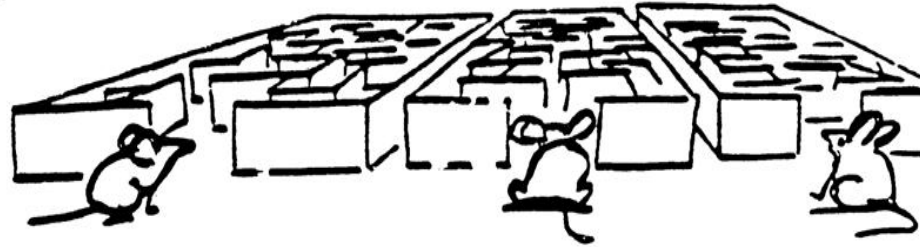
Practice Informed Policy

	Prerequisite to belonging	Home base for Instruction	Services provided	Criteria and expectation
Mainstreaming	Near grade level in some academics & social	Special Education	Minor adaptations, consultation, collaboration	Same as general education
Integration	Near grade level in academic or social	Special Education	Special Instruction, Merged classes, Adaptations	Same as general education or modified
Inclusion	NONE	General Education in home school	Full Continuum of services	Varies with each student
Unified Education System	NONE all belong equally	Home school, general education	All resources support ALL students in ALL settings	All students learn grade level content aligned to common core standards

Adapted from Bill Peters, 2001

Implementation Takes Time

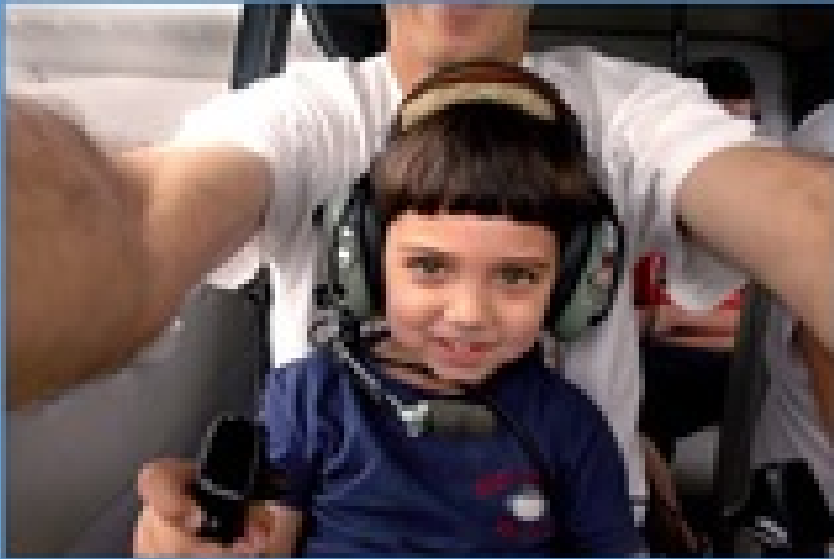




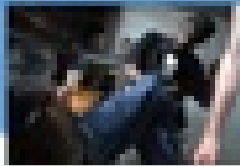
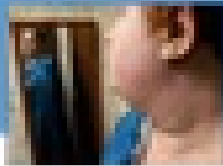
How we work together influences the ways that we think about our work.

IDEAS

- Including Samuel Screenings
- VisionTable Talk
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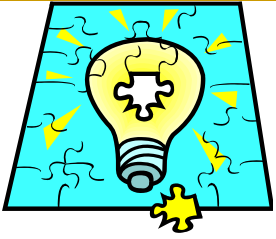


INCLUDING SAMUEL SCREENING TOOLKIT



Break Out Groups





Brainstorming Results:

Talking is not doing. Planning is not doing. Goal setting is not doing. Training is not doing. Even directing resources to support a plan is not doing. It is not until people are doing differently that any organization can expect different results.

Rick DuFour