
Vision Statement

Kelley N. Brake and Nelson Molina

February 25, 2013

Keywords

- SWD – Student With a Disability
- SWE – Student with Exceptionality
- ELL – English Language Learner
- EL – English Learner
- LRE – Least Restrictive Environment
- Inclusion – A **philosophy** that all belong
- Common Core – standards that define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school and be able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs.
- Project Choices – Federally funded initiative with the Illinois Department of Education to promote inclusion in all districts. Coaching services and training have been provided gratuitously.

Presentation Objectives

- Share the process
- Vision Statement Presentation
- System Implementation Process
- Overview of Red Clay ELL and SWD History
 - Recommendations
- Discussion and questions

Stakeholder Group Process

Special Services Office

English Language Learner Office

Curriculum and Instruction Office

District and School Administration

Special Education and General Education Teachers

Red Clay Education Association Representative

District Specialists

School Board Member

Parents



Vision Statement Activity

We Want to Value the Process!

We will give everyone 4-5 minutes to read the Vision Statement independently.

As you read, please mark key concepts and ideas and write down any questions you may have on a post-it. (1 question per post it)

We will explore these concepts and questions by the end of the evening. If we answer one of your questions before then end of the presentation, please take it out.

Vision Statement

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

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

Belief and expectations

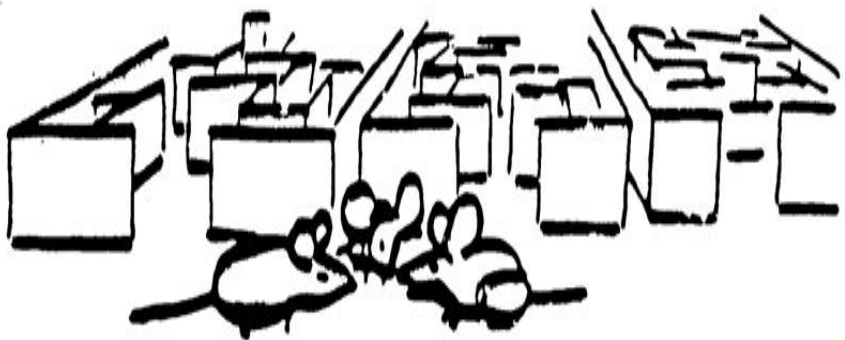
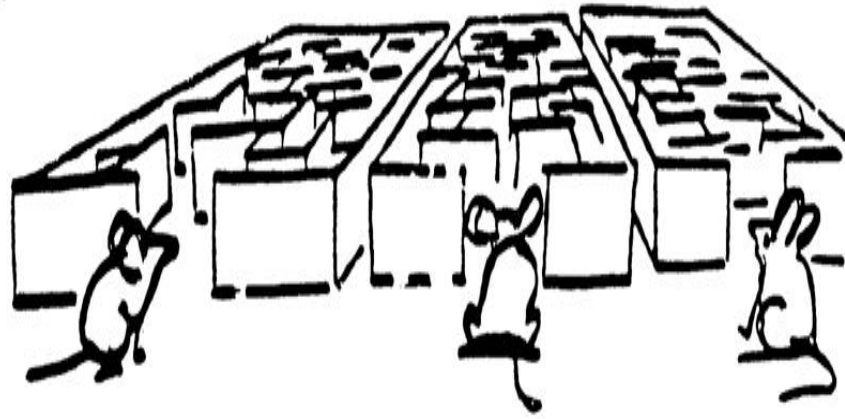
- Ownership of student success belongs to the whole school community; therefore, all employees will welcome, support, and share responsibility for learning.
- Every student is a general education student; some students are eligible for additional support services.
- Each student is to be respected and valued for his or her diversity.
- Highly effective administrators and teachers will hold rigorous expectations and ensure that quality instructional strategies will collaboratively engage all learners.

Capacity

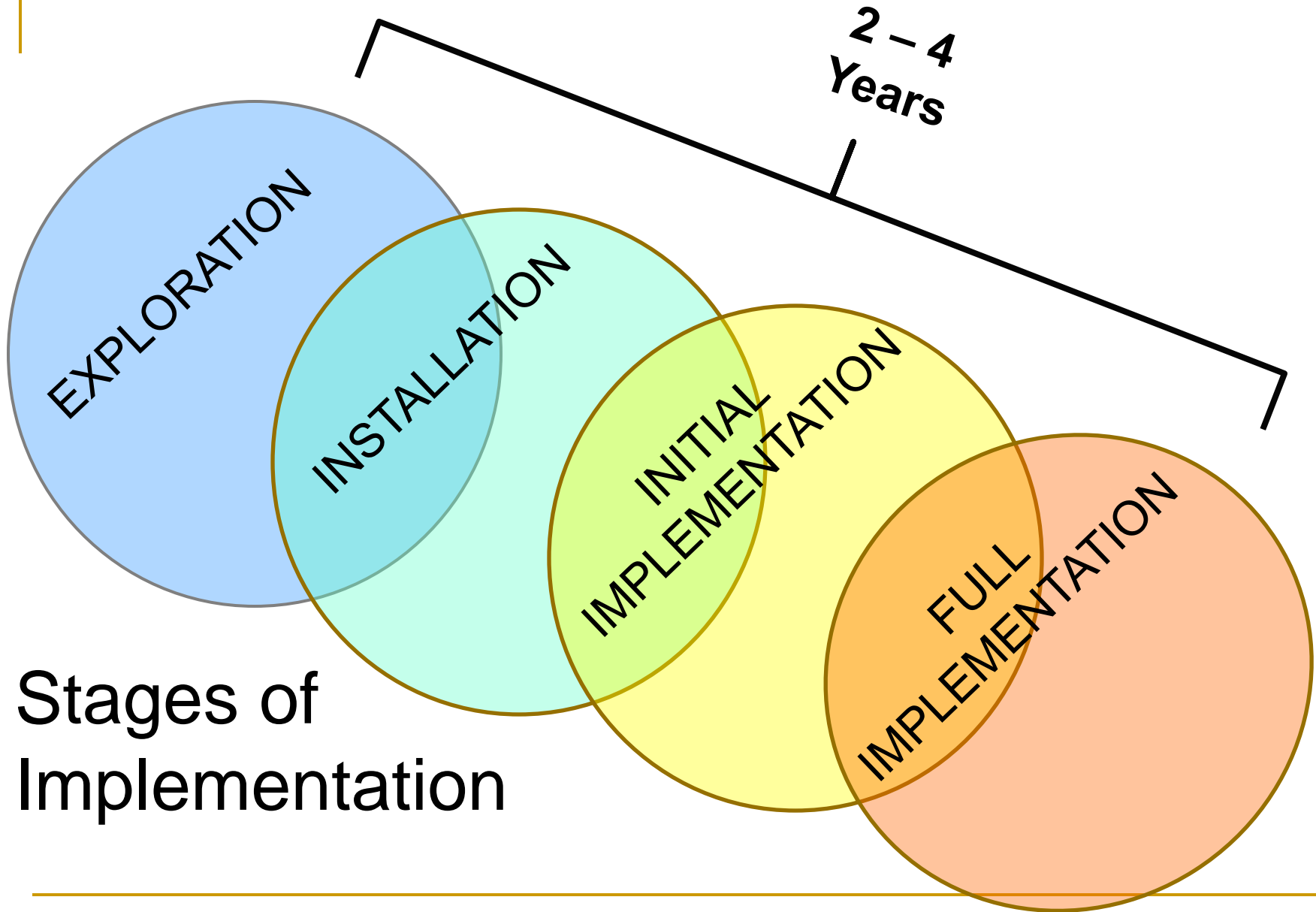
- Professional development will be embedded and infused for administrators and teachers to continuously improve student learning.
- Professional Learning Communities will be utilized to collaborate around student data and increasing effective instructional strategies.
- Developing partnerships and collaborating with families and community providers is essential for student success

Structure, Support, and Resources

- District and school structures, supports, resources, policies, and practices should align with an inclusion philosophy; this re-alignment will enable each school to have the capacity to provide all students with high quality instruction.
- An inclusive education means creating “a school based continuum of services,” that includes an array of flexible schedules, supports, and/or services for all students to have access to and engage in learning the core curriculum.



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



Stages of
Implementation

Systems Implementation Process

Implementation Takes Time

Major Implementation Initiatives occur in stages:

➤ Exploration

➤ Installation

➤ Initial Implementation

➤ Full Implementation
(Sustainability & Effectiveness)

2 - 4
Years

Fixsen, Naoom, Blase, Friedman, & Wallace, 2005

ELLs Today and Tomorrow

Focusing Questions:

Who are we?

Why are we doing this?

Why are we doing this this
way?

George Washington University

- 2012 Report:

“...a comprehensive evaluation to determine the extent to which the Red Clay Consolidated School District (RCCSD, the District) is meeting its goals for English language learners (ELLs), as well as to assess the quality of its programs and services for this population...”

GWU Recommendations

RC current ELL services

English Immersion Program: 1,632 ELLs

Feeder pattern:

1. Elementary school (s):

Lewis, Baltz, Marbrook, and Mote

2. Middle school (s):

Conrad, AI Middle

3. High school (s):

Dickinson, AI High, McKean

Elementary model

English Class

- K English Native Speakers
- 1 English Native Speakers (ELL level 5)
- 2 English Native Speakers (ELL level 5)
- 3 English Native Speakers (ELL level 5)
- 4 English Native Speakers (ELL level 5)
- 5 English Native Speakers (ELL level 5)

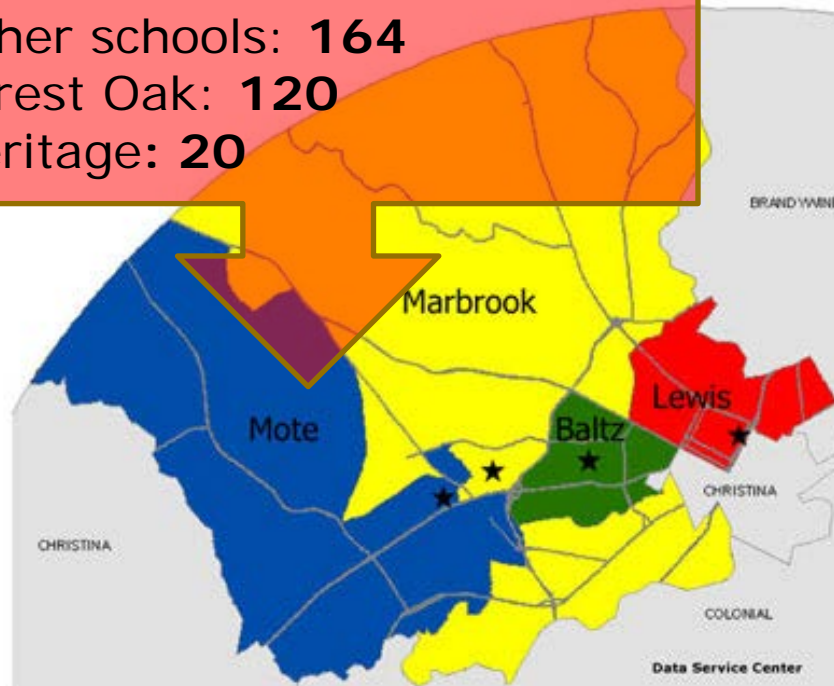
Sheltered English Class

- ~~K ELL Spanish Speakers (Levels 1-5)~~
- ~~1 ELL Spanish Speakers (Levels 1-5)~~
- ~~2 ELL Spanish Speakers (Levels 1-5)~~
- ~~3 ELL Spanish Speakers (Levels 1-5)~~
- ~~4 ELL Spanish Speakers (Levels 1-5)~~
- 5 ELL Spanish Speakers (Levels 1-5)

of ELLs district wide 1,632

Mote total enrolment: 615

Total # of ELLs at Mote: **298**
Mote school zone: **134**
Other schools: **164**
Forest Oak: **120**
Heritage: **20**



Role Play

RC current ELL services cont...

English as a Second Language(ESL) Pullout: 62 ELLs

- This approach is offered to speakers of other languages than Spanish: Chinese, Korean, Arabic, etc.
 - ELLs are pulled out for 45 minutes twice a week.
 - Services are offered using a third party provider external to RC
-

RC ELL services and capacity

- ELL Supervisor
 - Full time Test Coordinator (ACCESS)
 - Full time Secretary
 - Full time clerk
 - 4 full time clerks at 4 campuses:
registration
 - 92 ELL certified educators (Grades K-12)
-



<http://www.youtube.com/watch?v=hkNzRjXK3hc>

**A COMMUNITY THAT EVEN
EXCLUDES ONE MEMBER IS NO
COMMUNITY AT ALL. — Sevenly.org**

Focusing Questions:

Who are we?

Why are we doing this?

Why are we doing this this
way?

Overview of SWD

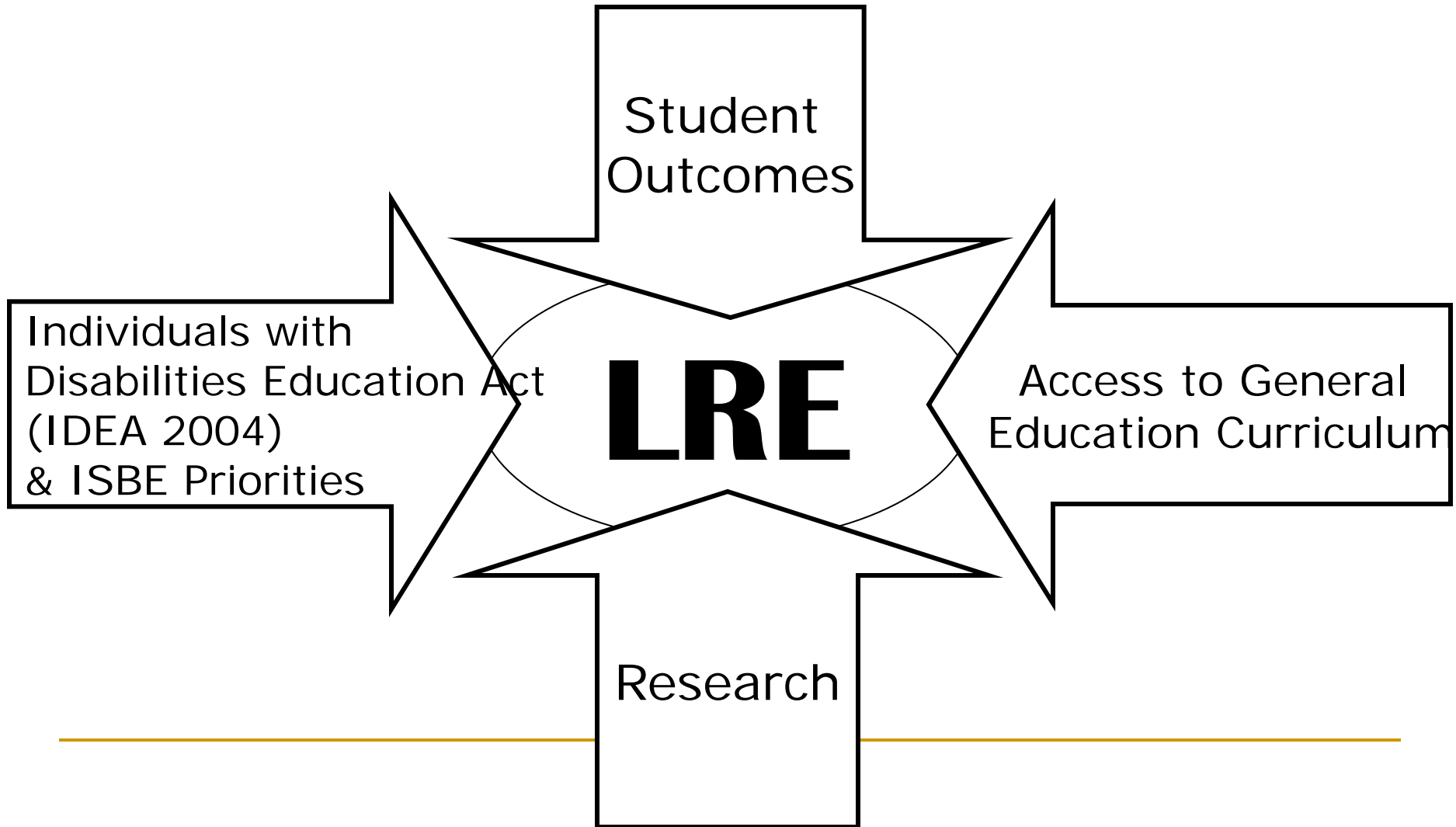
1. Who are we?

- *Our identity represents the story that a group tells itself to organize its values and beliefs. A group's beliefs determine its behavior. Collectively, its behaviors affects student learning. (Dilts, 1994)*
- Core value: **The least dangerous assumption is to believe that all students have value and can learn. What are the goals of public education?** Belonging, Mastery, Independence, Generosity
- Since 1975, legislation has continued to define quality education for **all** students. States have approached inclusion in a variety of ways. As a state, Delaware is on the rise, but still has the lowest overall status measure of inclusion compared to other states in all grades and subjects. (NAEP, (2005-2009)
- State structures have caused barriers – such as Delaware's Funding Structure. New changes as of February 2011 have opened a door for new models of support.
- As a district, Red Clay has shown improvement in giving students access to core instruction, but still lags on average 20% behind the State Target and Delaware Average. (OSEP and DOE, 2012)
- Sustainability.

2. Why are we doing this?

- *Folk wisdom, tradition, and unexamined habit rule much of what schools do. The agricultural calendar, factory schedules, and athletic practices continue to frame yearly and daily time use.*
- *The deep structure of schooling is set on foundations of unquestioned assumptions from earlier eras. (Ham Story)*
- **Closing the Achievement Gap**
- **Common Core – High Standards for All**
- **Best Instructional Practices**
- **It's the Right Thing To Do and the Right Time**

Why LRE?



3. Why are we doing this this way?

Who benefits from the current system?

- Research no longer supports our current system of instruction for ELL and SWD students.
- Many states and school systems have moved beyond “should we include” to “how do we include?”
- Adult learning is key to student learning. If we want our students to increase their learning, we must address adult learning. Increased adult learning = increased student learning.

According to DuFour (1998), schools frequently say something is important or valued and then ask staff to do “it” on their own time or after school. If the work is important, then time and resources must be provided. Others will know what is valued when staff is given the time in response to the complexity of the task.

- If we do what we’ve always done, we will get what we’ve always got.

	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

Student Support Structures

Differentiated Instruction

Interventions

Accommodations & Modifications

Periodic Classroom Support

Support-Paraeducator

Co-teaching

**Specialized Support
(formerly Resource Class)**

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.

Level 3 Building Implementation and Coaching Team

Includes building administration.

Level 3 Building Implementation and Coaching Team

Includes building administration.

Classroom Implementation

Classroom Implementation

Classroom Implementation

Policy Enabled Practice

Practice Informed Policy

Recommendations

2012-2013..

- Coordinate across district offices and schools to develop a comprehensive plan and written guidance for carrying out the recommendations of this evaluation. (Strategic Plan 2012-2016)
- Instructional Program Design/Instructional Implementation: Design programs for ELLs to align with students' linguistic and academic needs (2012-2016)
- **Professional Development (2012, 2013, 2014, 2015, 2016)**
- to align with evidence-based practices. (2013-14)
- Leadership (2012-16)
- Personnel (2012, 2013-2014, 2015, 2016)
- Parent and Community Outreach (2012-2013, 2014-2015-2016)

2014-2015

- Adapt curricular guidance and instructional resources to support academic language and ensure access to content instruction (e.g., English language arts, math, science, and social studies). (2013-16)
- Adopt or develop formative assessments to measure the progress of ELLs in each of the content areas. (2014-2015)
- Institute a system for monitoring and evaluating the effectiveness of ELL (2014-2015)
- Include in the ELL instructional plan a system for monitoring and systematically evaluating programs and services for ELLs (2014-2015)

2015-2016

- Differentiated RTI for ELLs. (2015-2016)

What is next?

Capacity!!!

Goal...

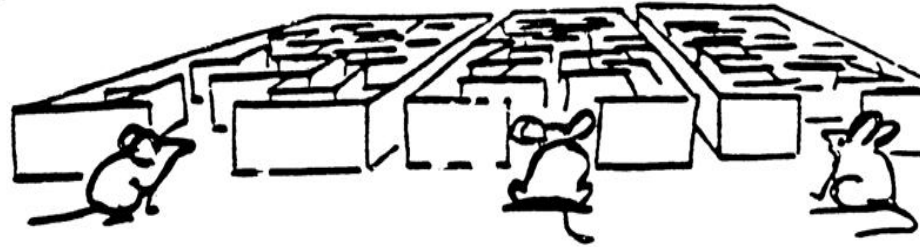
Expansion-
Inclusion!

Recommendations

1. Develop 3 Tier Systems Implementation Teams to reorganize resources, structures, supports, policies, and practices.
2. Incrementally move all students back from separate schools and separate programs to their community schools over a 3 year time period with the resources to follow them.
3. Implement Instructional Coaching Models.
 - Instructional Coaches are essential to teacher learning and the implementation of strategies in classrooms. The availability of a non-evaluative on-site coach (peer coaching) who works with teachers, district leaders, and administrators to support all teachers.
4. Expand Professional Development Time.
 - Create significant block of time for additional district wide professional development. (Borrowed time, common time, tiered time, rescheduled time, release time, freed-up time, purchased time, found time, and/or new time.)

Next Steps

- **March 6, 2013** Initial District Staff Meeting
Collaborating and Leading Change at the District Level
- **April 31, 2013** Deadline for first Level 1 SI Team Meeting
Identify Level 2 and Level 3 Team Members
Evaluate all available resources in order to make recommendations.
- **May 31, 2013** Establish yearly calendar for training Level 2 and Level 3 Team Members and Identify Instructional Coaches and Coaching Models
- Complete Building Evaluation Tool for Systemic Change
- **June 19, 2013** Recommendations and next steps to the Board.
- **July 2013** Administrative Training
- **August 2013** Instructional Coach Training



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

Anna Berkner
Red Clay Parent Representative

Corey Bowen, District Specialist
Red Clay District Office

Kelley N. Brake, Instructional Supervisor of Special Education Services
Red Clay District Office

Gavin Coates, Secondary, Red Clay Education Association Representative-Special Education Teacher
Thomas McKean High School

Susan Dunbar, Assistant Principal
Meadowood Program

Stephanie Fleetwood, Elementary Teacher (Dual Certified)
Linden Hill Elementary School

Amy Grundy, Manage of Turnaround Schools
Red Clay District Office

Cynthia Mattis, Assistant Principal
Richardson Park Learning Center

Brian Mattix, Assistant Principal
Thomas McKean High School

Nelson Molina, Supervisor of ELL Services
District Office

Faith Newton
Red Clay School Board Member

Vicki Petrucci, Compliance Supervisor of Special Education Services
Red Clay District Office

Anne Putnam, Middle School Special Education Teacher
Skyline Middle School

Frank Rumford, Middle School Principal
Skyline Middle School

Dan Rynkiewicz, School Psychologist
North Star Elementary School
Richey Elementary School

Jenine Thomas, Elementary Principal
North Star Elementary School

Equetta Jones, Elementary Teacher (Dual Certified)
Red Clay Parent Representative

Michael Simmonds, Middle School & High School Principal
Central School

Dominick Squittierra, District Specialist
Red Clay District Office

Vision Statement Activity

With your group, sort through your questions and eliminate duplicate questions you still have remaining.

Sort your questions into categories.

Take your key concepts and ideas that you have marked and turn to a shoulder partner and share.

With your group, let's discuss these questions about our Vision Statement:

1. What are the things you see that look exciting to you?
2. What predictions can you make about some of the key concepts and ideas you have marked?
3. What are your fears and hopes about our Vision Statement?
4. What questions might you still have about our Vision Statement?

<http://www.youtube.com/watch?v=ouhURNLsnjo&feature=youtu.be>

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