

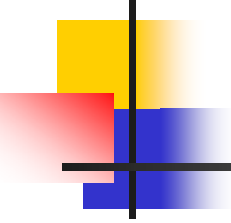


# Educating a Diverse Population: How We Plan to Get It Done

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**March 28, 2005**

**Part Two**



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“The public schools are our greatest hope in successfully bringing together the most diverse population of students among the industrialized nations and preparing them for life in a diverse world.”

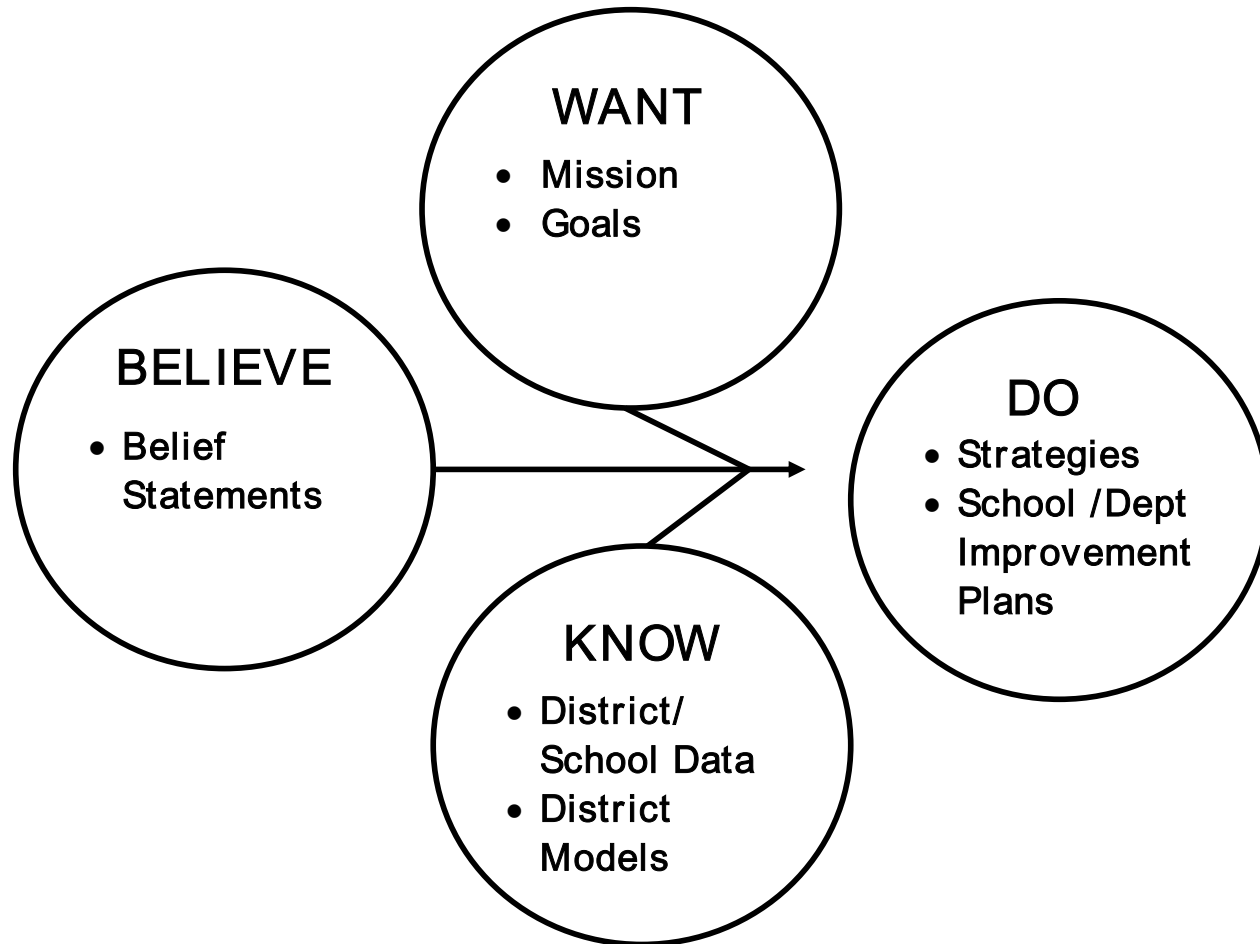
- Michael Resnick





# Danielson Four-Circle Model

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# FWCS Strategic Plan: Beliefs

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- All people have the right to an education.
- All people have equal intrinsic worth.
- A person's dignity is sacred.
- Each person has the need to love and be loved.
- All people have the capacity to achieve.
- Everyone has the right and responsibility to pursue his or her individual aspirations.
- Honesty is essential to relationships.
- Dynamic and continuous communication is essential to community.
- Each person is responsible for his or her actions.
- A work ethic is basic to achievement and self-worth.
- The diversity of people and ideas enriches the individual and community.
- Each person has the responsibility to contribute constructively to his or her community.
- Adults are responsible for the well-being of children.
- A family structure is crucial to a sense of belonging.



# FWCS Strategic Plan: Strategies

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- We will ensure high levels of learning for all students.
- We will provide a positive culture for students and staff.
- We will function as a Professional Learning Community.
- We will function as a center of learning in the community.



# AYP

**School:** \_\_\_\_\_

**AYP Year:** \_\_\_\_\_

**School Year:** \_\_\_\_\_

	E/LA (58.8)	Math (57.1)	Attend or Grad 95%	95% Test in E/LA	95% Test in Math
Overall					
IEP					
LEP					
Econ Dis					
A Indian					
Black					
Asian					
Hispanic					
White					



# Cultural Competency

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IC 20-10.2-2-3.8 Sec. 3.8

- "...a system of congruent behaviors, attitudes, and policies that enables Teachers to work effectively in cross-cultural situations. The term includes the use of knowledge concerning individuals and groups to develop specific standards, policies, practices, and attitudes to be used in appropriate cultural settings to increase students' educational performance."





# Cultural Competency component of school plan

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## IC 20-10.2-8-3 Sec.3

- (a) In developing a school's strategic and continuous school improvement and achievement plan under IC 20-10.2-3, the school's committee shall consider methods to improve the cultural competency of the school's teachers, administrators, staff, parents, and students.
- (b) The committee shall:
  - (1) identify the racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups that are included in the school's student population;
  - (2) Incorporate culturally appropriate strategies for increasing educational opportunities and educational performance for each group in the school's plan; and
  - (3) Recommend areas in which additional professional development is necessary to increase cultural competency in the school's education environment.
- (c) The committee shall update annually the information identified under subsection (b) (1).



# Cultural Proficiency Definition

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“The policies and practices of organizations and the values and behaviors of individuals that enable both to interact effectively in a culturally diverse environment.”



# Professional Learning Community Characteristics

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- Shared mission, vision, values, and goals
- Collaborative teams FOCUSED ON LEARNING
- Collective inquiry into “best practice” and “current reality”
- Action orientation/experimentation
- Commitment to continuous improvement
- Results orientation



# *On Common Ground*

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- Embrace learning rather than teaching as the school mission.
- Work collaboratively to help all students learn.
- Use formative assessments and a focus on results to foster continuous improvement.
- Assume individual responsibility to create that kind of school.



# Pyramid of Interventions

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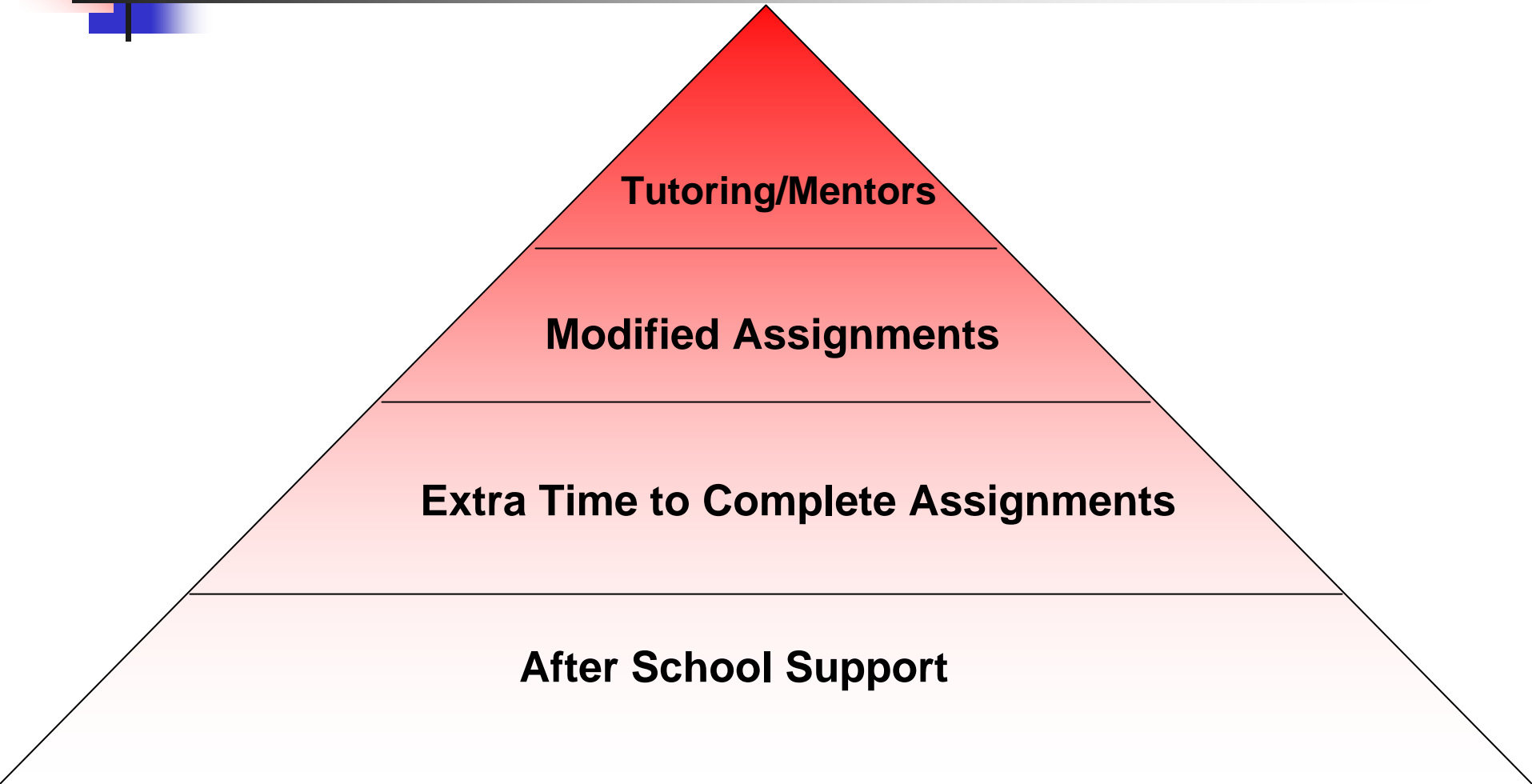
**Strategies  
for Few**

**Strategies for Some**

**Strategies for Many**

**Strategies for All**

# Middle School: Homework Assignments





# High School: Curriculum

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**Staff Directed  
Individualized  
Learning Options**

**College Level Courses  
Mentor Program**

**Course Options:  
Advanced Placement –  
International Baccalaureate - Honors**

**Core Curriculum**



Strategy 2: We will provide a positive culture for students and staff.

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Indicator of impact:

- f. The school culture values and responds to both individual and group differences.





# Pyramid of Interventions

**Individualized  
Curriculum**

**Curriculum specialized for student needs.**

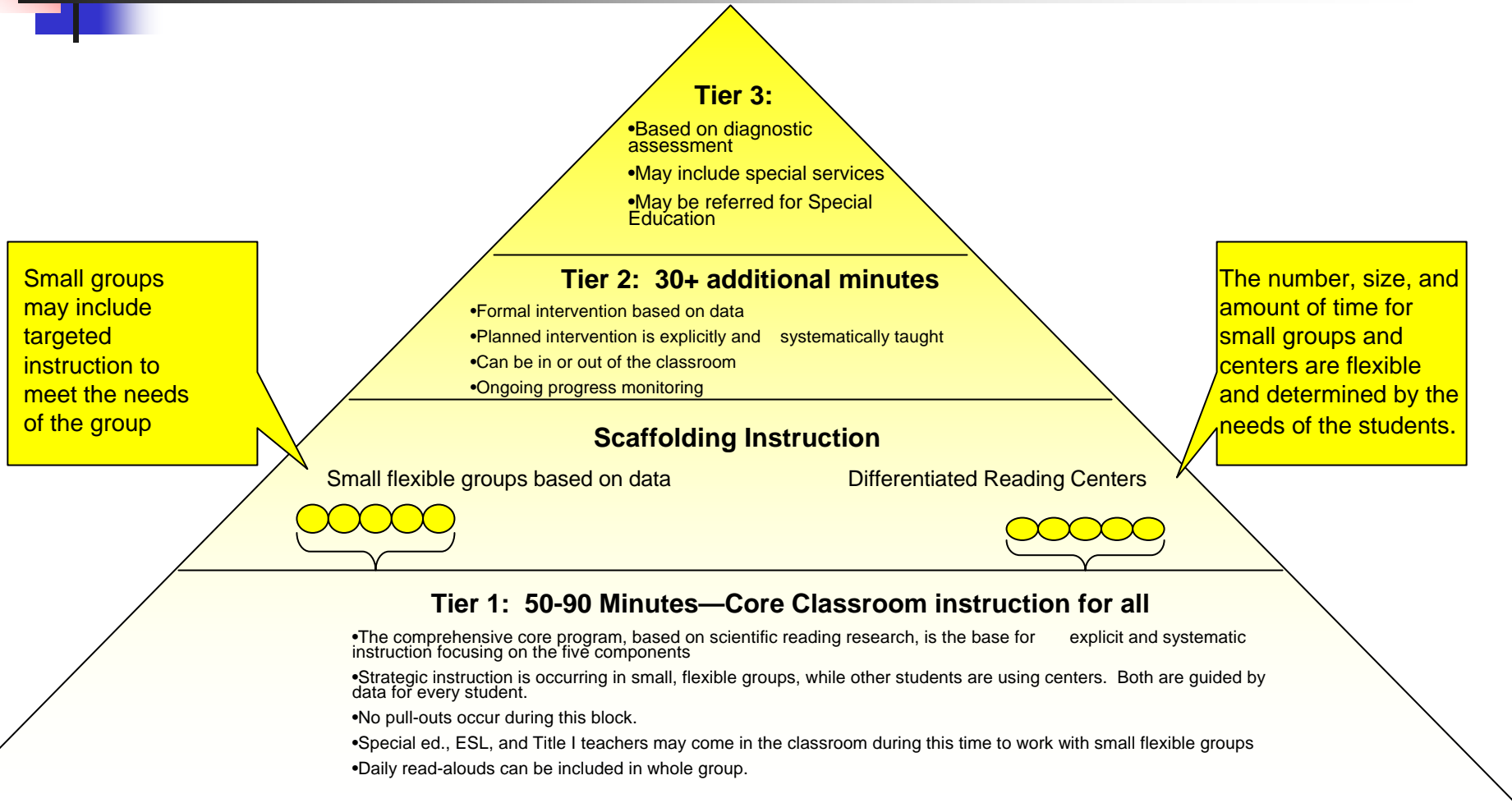
**Curriculum enriched to reflect community uniqueness.**

**FWCS Core Curriculum**



**State Mandated Curriculum**

# Literacy





# Elementary: Literacy

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**Special Education**

**Tutoring/Mentoring**

**K-2 Program**

**Take Home Book  
Program**

**FWCS BLM Facilitator Works With Teacher and Student**

**Balanced Literacy**



# Results of Elementary Pyramid

## DRA Reading Level

	September	March
Trey	6	20
Student B	2	4
Student C	20	24
Student D	18	24
Student E	18	24
Student F	12	20



# Pyramid of Interventions

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**Strategies  
for Few**

**Strategies for Some**

**Strategies for Many**

**Strategies for All**



# Formula for Success

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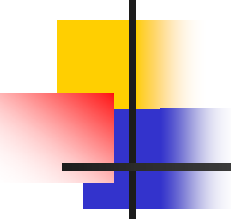
**VALUE**

**RESPECT**

**+ SENSE OF SUCCESS**

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**HIGH-LEVEL LEARNING**



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“The public schools are our greatest hope in successfully bringing together the most diverse population of students among the industrialized nations and preparing them for life in a diverse world.”

- Michael Resnick