





Social perspective?

Economically?

Ability perspective?

Linguistically?

Racially?

Geographically?

Gendered perspective?

Ethnically?

Family perspective?



Unpacking All

PURPOSE

Unpack the word “all” in order to examine what we mean and how to design educational approaches that can get us closer to “all” students..

Individual Framing

List students in your school/ district/ county based on the prompts on the previous slide.

Think from a historical perspective about who has been a part of the “all” discussion in the past. Has it grown or changed?

Small Group Discussion

Whole Group Share Out



Social perspective?

Economically?

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Elements of Equity

Relationships

Relationship building has to be intentional and incorporated into the structures and systems of the school in order to effectively know students deeply.

Student Voice

The practice of regularly engaging students as co-creators of their educational environment by meaningfully collecting student perspectives, opinions, and experiences and using them as catalysts for school design and reform.

Meta-Cognitive Skills

Skills, behaviors, attitudes, and strategies students need to take ownership and successfully manage their learning in educational and career opportunities after high school.

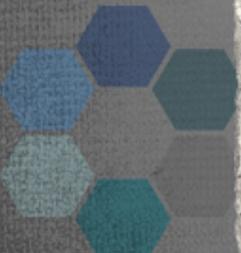
Elements of Equity

Social Justice Education

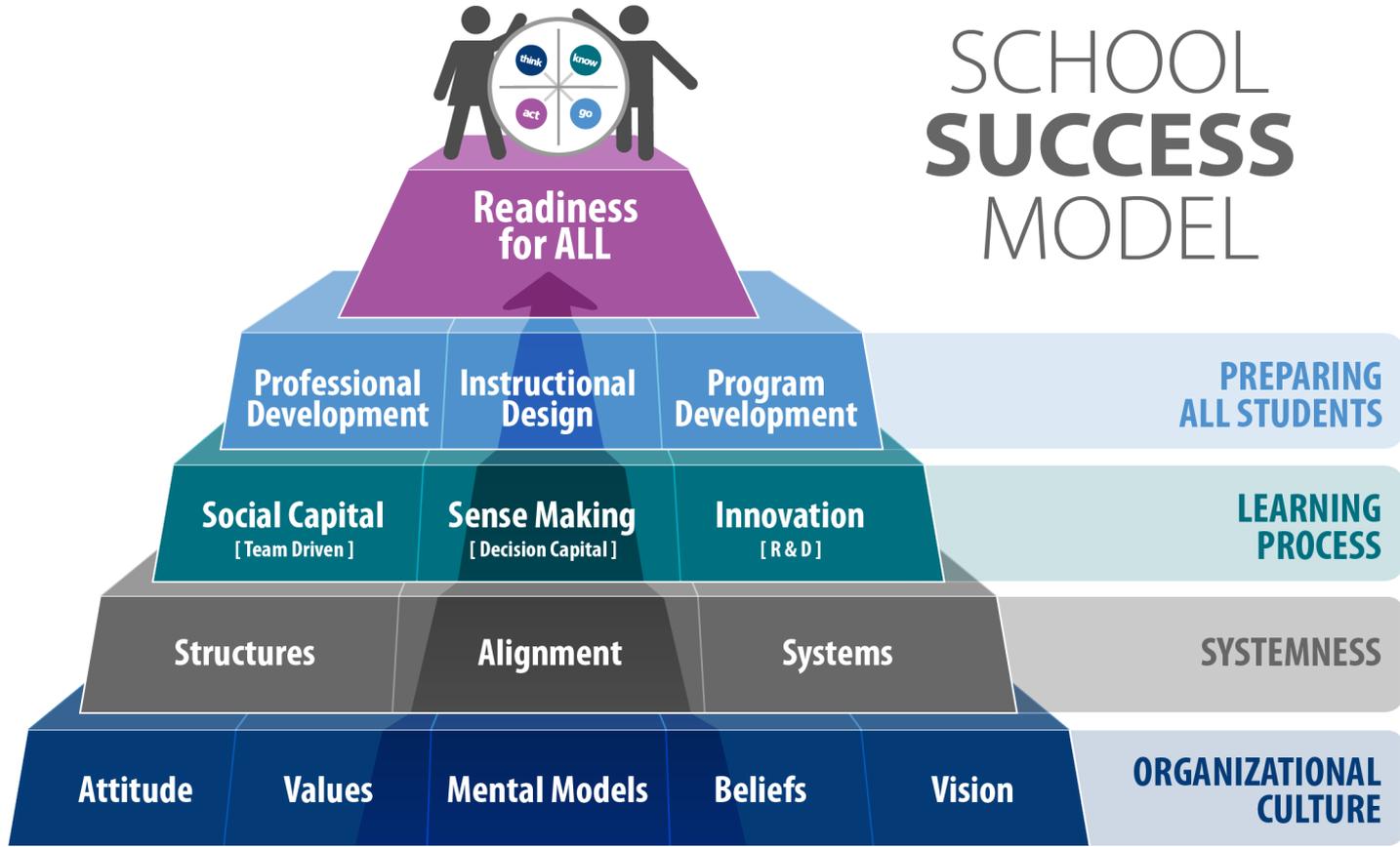
Education that prepares students for democracy by connecting students to historical and contemporary issues of justice both in and out of the school, while allowing students to have a voice around social justice issues.

Family and Community Engagement

Involve families and communities by co-creating systems and structures alongside them making them an integral part of the fabric of the school.



SCHOOL SUCCESS MODEL



WESTVIEW HIGH SCHOOL

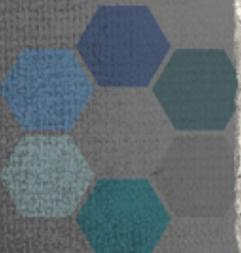


42% → 8% Suspension Rates

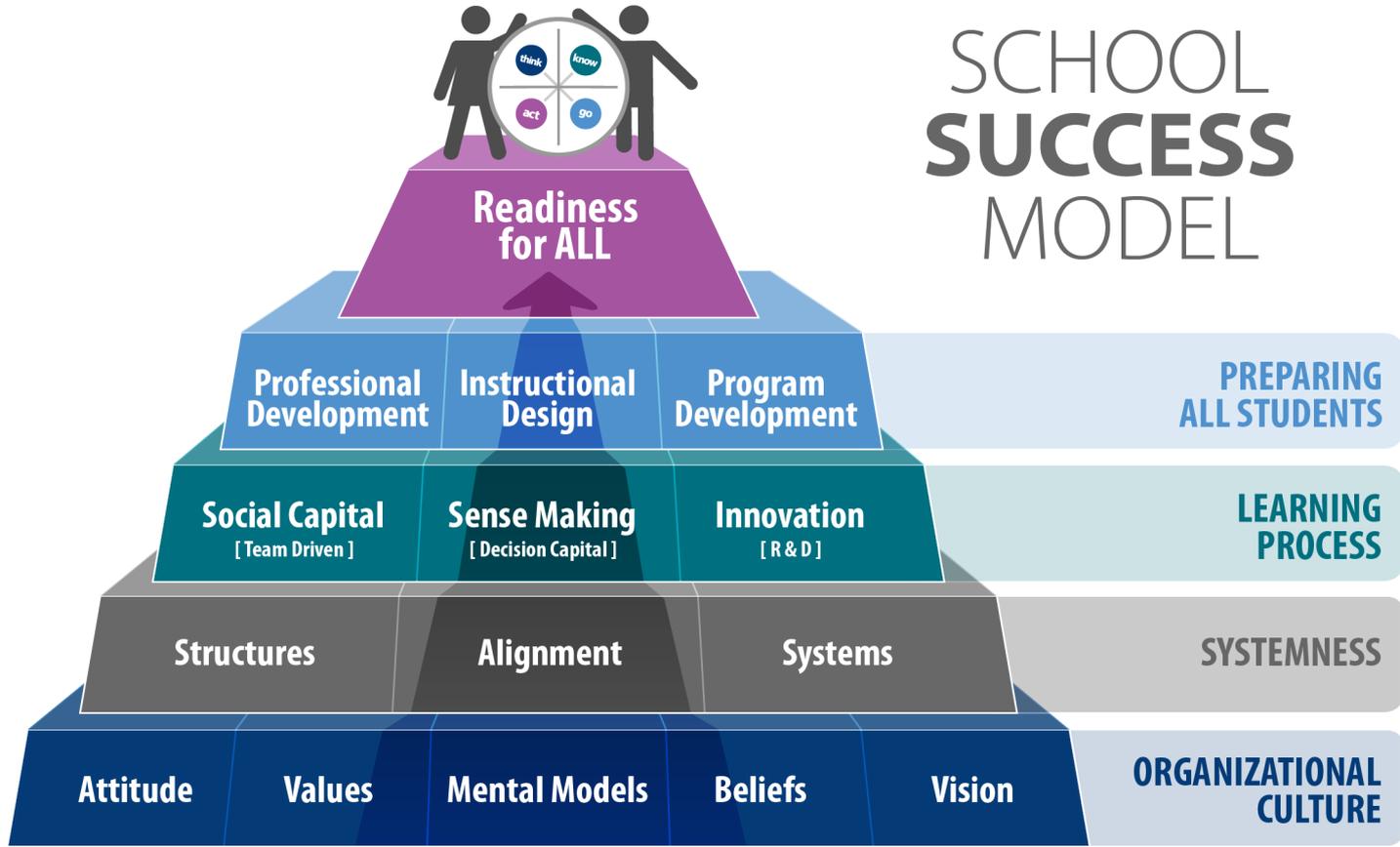
Advanced Program 2% → 34%

2005

2010



SCHOOL SUCCESS MODEL

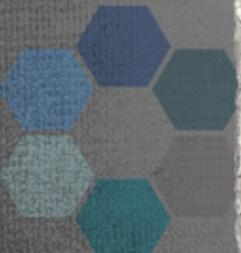


All Means All

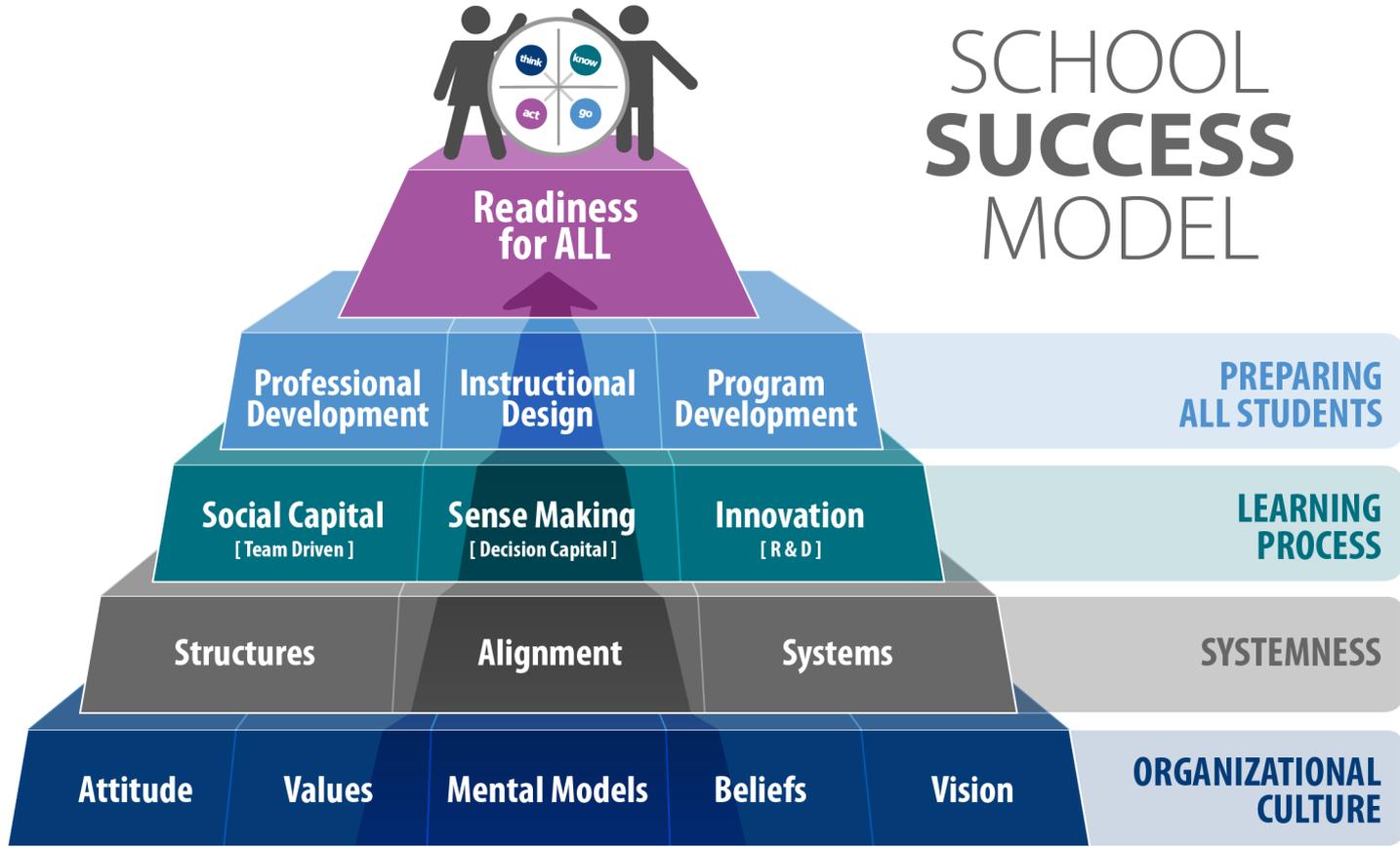
Relationships Matter

Advanced Programs for All – Not Some

Equity is realized when every kid has
what they need to be successful



SCHOOL SUCCESS MODEL



Relationships & Systemness

How do your
Structures or
Systems support
quality relationships?

How do they support all students being known?

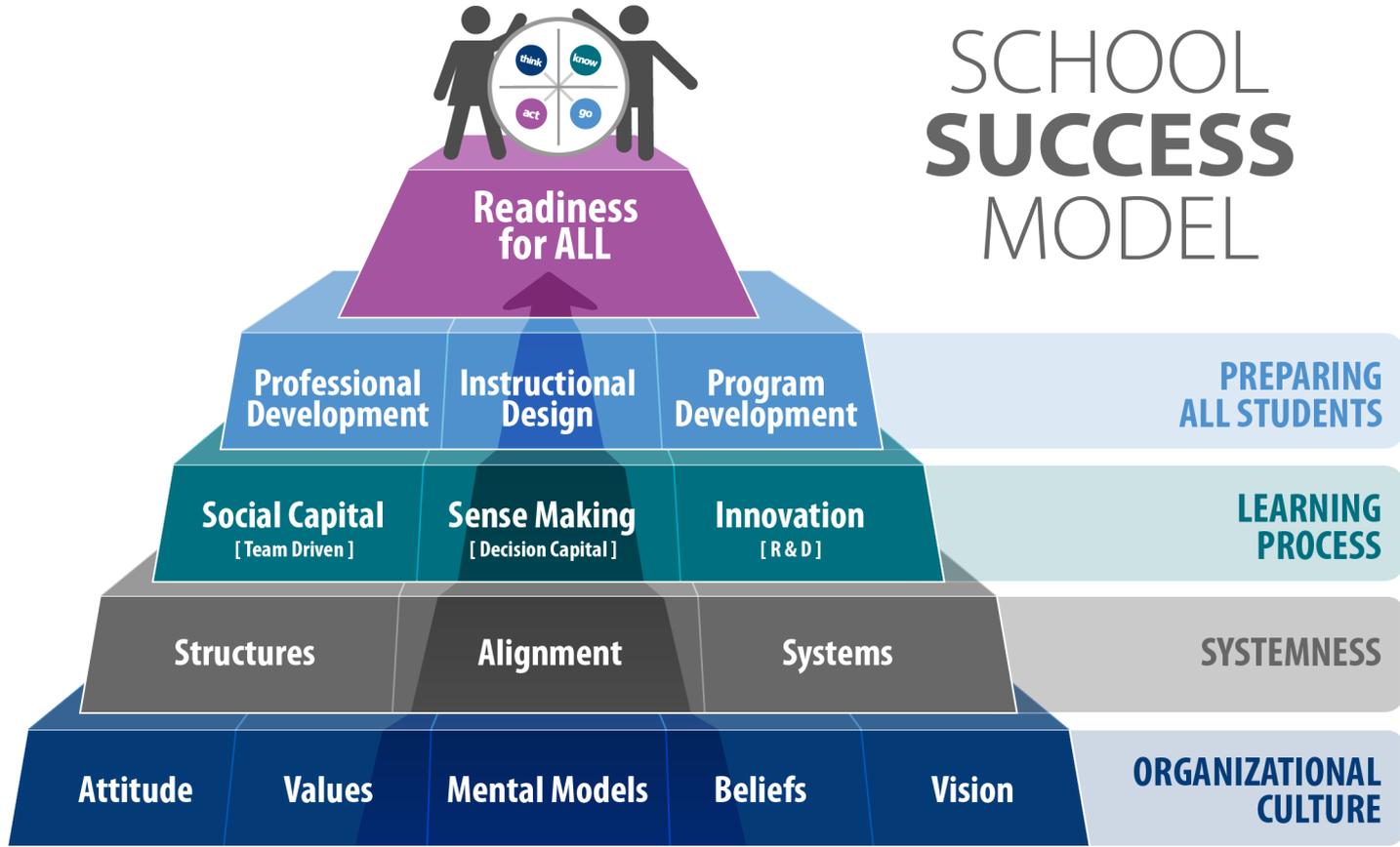
How are instructional services and counseling
aligned to support?

How does leadership prioritize and support
quality relationships?

(House Concept; Teaming; Vertical Alignment with Mid Schools; Counseling;
Master Schedule Development)



SCHOOL SUCCESS MODEL



Relationship driven Systems support Learning Process

How do you network adults (social capital) to support students at the instructional level?

How do you network adults to coordinate and support additional services?

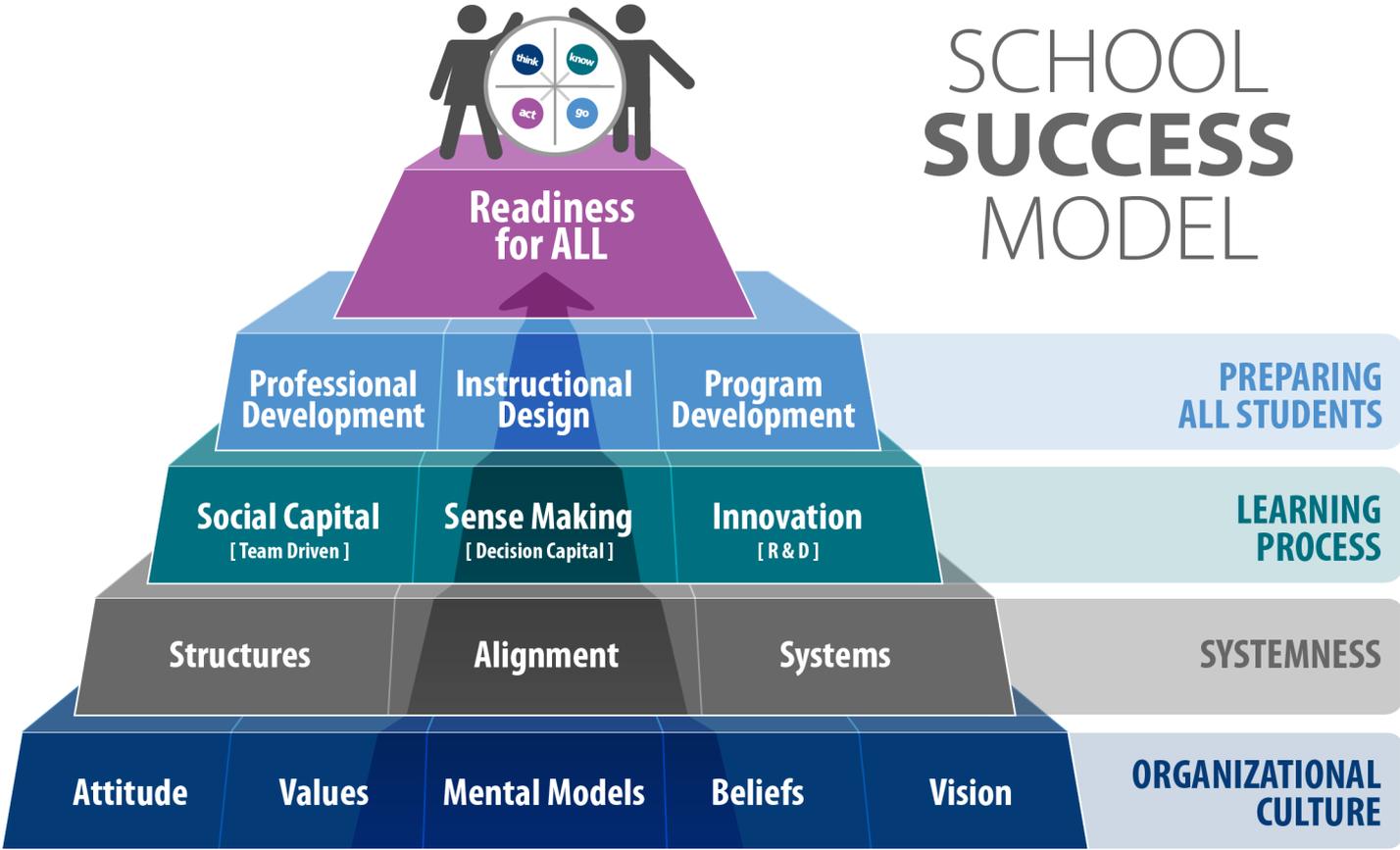
How do you support quality decision making that is value driven and strength-based?

How are you innovating or experimenting in support of better relationships?

(Teaming Model; Teaming Protocols; Red Team; Strength Based Decisions; Expanding Staff)



SCHOOL SUCCESS MODEL





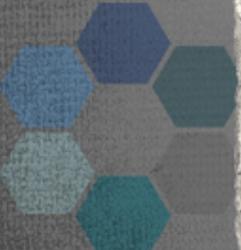
Relationship driven systems support learning processes capable of ensuring students receive what they need programmatically and instructionally, while staff get what they need professionally

How does your professional development model reinforce and/or support relationship driven practices?

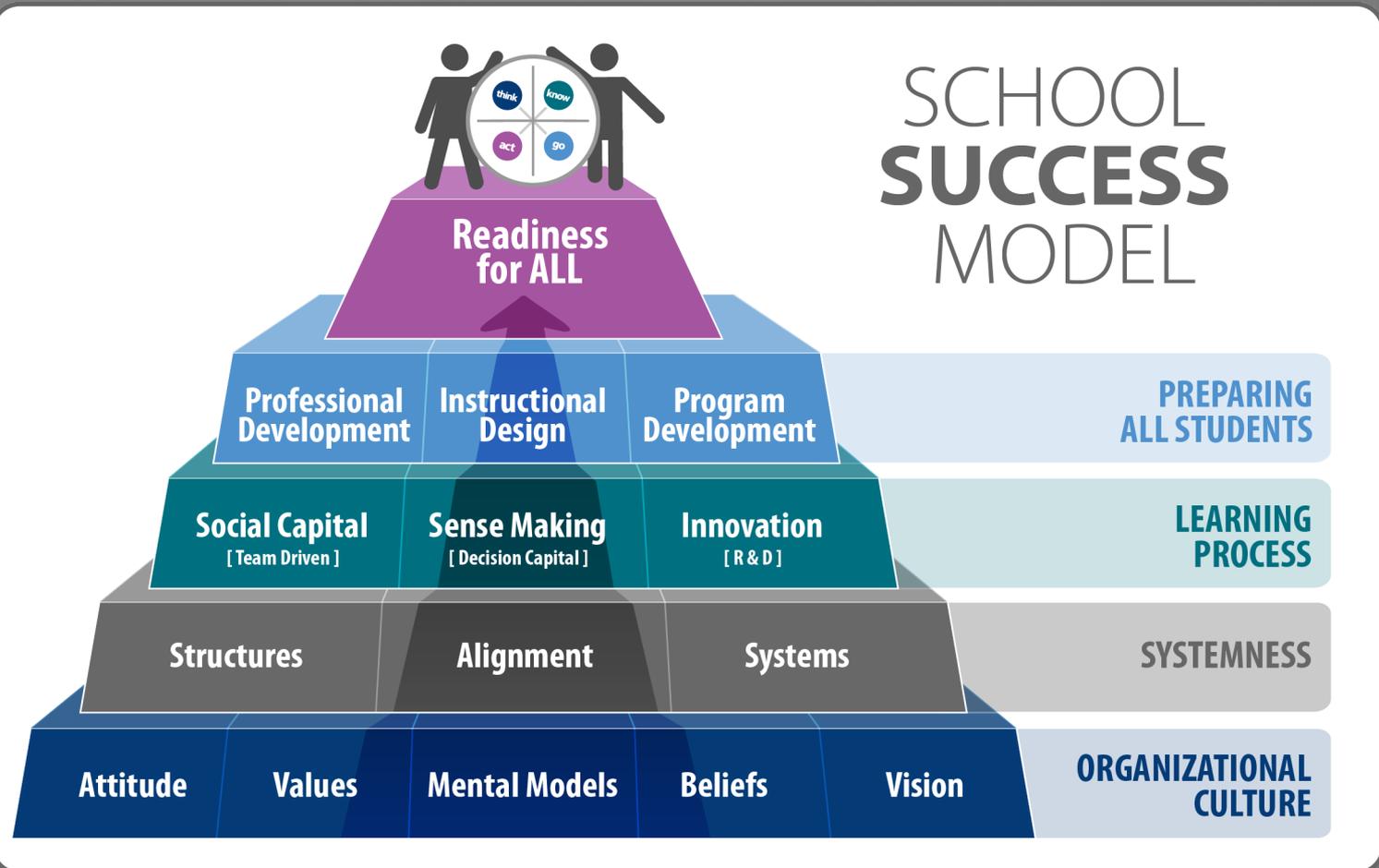
How does your instructional design support quality relationships? How are your instructional practices enhanced by a focus on relationships?

How do specific programs support quality relationships? How do programs build on existing relationships or provide *specific (culturally, interest, aspiration, need, etc.)* opportunities?

(Function-Based Thinking; Professional Learning Communities; Senior-Inquiry; Psychology of Achievement)



Springfield High School



Questions?



<http://www.epiconline.org/>