UNDERSTANDING THE STORY: ONE DISTRICT’S JOURNEY OF CULTURE AND DATA

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“Culturally intelligent innovation begins with changing our impulse from, 'why can’t you see it like I do?' to 'help me see what I might be missing.'”

David Livermore, *Driven by Difference*, 2016
A Commitment to a Culture of Inclusion – Phase II

Customized Facilitation
- Cultural Awareness
  - August 9, 2018
- Cultural Knowledge
  - October 15, 2018
- Cultural Strategies
  - January 22, 2019
- Cultural Action
  - February 19, 2019

Workout Session Facilitation
- Situation Analysis
  - Practice and ROAD Process Practice
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  - Practice and ROAD Process Practice

Parent and Community Education Webinar
- Parent and Community Webinar 1
- Parent and Community Webinar 2
- Parent and Community Webinar 3
- Parent and Community Webinar 4

Inclusion Updates and Outcomes
1) Culture Values – Leadership Team with book
2) CQ Assessment Overview
3) Inclusion of Unconscious Bias Information
4) Inclusion of new CQ Information

A path to Global Competence
Cultural Inclusion Situation Analysis

- What occurred from each perspective?
- What are my thoughts and feelings about the situation?
- What empathy, culture, or background awareness is needed?
- How can it be viewed from lenses of another race?

ROAD to Inclusion – Coaching Guide

- Review Expectations – Daily expectations and desired behaviors
  - Ask what desired behavior is expected.
  
- Observe and Share – Describe what you saw, heard, or experienced
  - Ask what individuals saw, heard, and actions taken?
  
- Assess Impact – Explore impact of observed behavior
  - Ask what impact the behavior had on each individual.
  
- Determine Action and Support – Reach agreement on actions and future behavior
  - Ask what agreements and actions are needed by each individual. What support can you provide?
Culture Transformation

Our Strategy
Prepare our students to succeed in a disruptively changing world.

Our Goals
- Ensure Excellence
- Career & College Preparation
- Creativity & Innovation
- Health & Wellness
- Financial Stewardship & Transparenc y

Our Culture

Create an environment where students are optimally prepared to adapt to the changing demands in the future Global Economy

Our Vision
By 2019, we will foster 21st century habits and authentic learning, inquiry-based experiences, which will lead to all students reaching their full potential, responsible citizenship, global competency, and life-long learning.

Our Mission
Wyoming City Schools will promote academic achievement, self-worth, mutual respect, and multi-faceted student development so that our students will be positive contributors to our society.

How will we do it?
Where will we focus?
Who are we?
What will we deliver?
Why do we exist?
LESSONS LEARNED

CULTURAL AWARENESS

• Can you articulate your current enacted culture?
   • At your school?
   • In the District?
A CONTINUED JOURNEY
FOCUS ON INDIVIDUAL STUDENT SUPPORT
MTSS DISTRICTWIDE TEAM: PURPOSE & VISION

• Growing all of our kids
• Exemplifying “One size does not fit all”
• Aligning instruction and instructional practices K-12
  • Cohesive Tier 1 including Universal Supports
  • Comprehensive Tier 2 and 3 interventions and extensions
• Articulating the scope and sequence of learning progressions
• Supporting teachers and staff through ongoing learning opportunities
• Using data to drive instruction
• Reflecting on the MTSS system progress and its implementation
MTSS
Under the Umbrella

Tier III - intensive
Tier II - targeted
Tier I - core

RtI

Teamwork
Professional Development

School & Community Collaboration
Parental Action
Curriculum Design

Positive Behavior Intervention & Support
PBIS

UDL
• Tier 1 (Core, Universal) – 80-90% of the student population
• Tier II (Targeted, Supplemental) – 5-15% of the student population
• Tier III (Intensive, Individualized) – 1-5% of the student population
• (Tier IV) (Replacement) – 1% of the population

*Righting your RtI Triangle
Universal Design for Learning Guidelines

Where am I going?

How do I close the gap?

Where am I now?

Ohio’s Accessibility System

Administrative Considerations

Universal Tools (available to all students)

Universal Tools (available to all students)

Designated Supports (identified in advance)

Accommodations (available with an IEP, 504 plan or ELL)

Instructional Audit 2018-2019 School year

Grade Level:

Geek:

- To identify and select curriculum resources used by 6-12 teachers to ensure alignment across buildings
- To determine the need for additional resources in curriculum areas and provide a variety of learning experiences for all students
- To develop a document with all resources identified by subject area

<table>
<thead>
<tr>
<th>Subject Area/Specialty</th>
<th>Data Used to Inform Instruction</th>
<th>District Advisory Materials (Name of Company and Roster)</th>
<th>Technology Components</th>
<th>Supplemental Resources</th>
<th>Resource Needs</th>
<th>Professional Development Needs</th>
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MTSS OPPORTUNITIES & THEMES

Core Academics
Positive Behavior
Mental Wellness
Environment/Opportunity
LESSONS LEARNED

EVERY STUDENT DESERVES A CHAMPION

• Think about students in your current context.
  • Are relationships evident in your current context?
  • Are there individuals who are marginalized, disenfranchised?
  • Do students demonstrate a “fit” in your current context?
A CONTINUED JOURNEY
FOCUS ON INDIVIDUALS
LESSONS LEARNED

AWARENESS MOVES INTO ACTION

• What’s your story?

• What’s your impact?
#IMPACTWYOMING

Questions

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