

Meaningful Relationships are the Foundation for Rigorous Learning								
Improving Instructional Practices			Creating Inclusive Cultures			Increasing Student Voice		
Assessment for Student Learning	Student Engagement & Purpose	Curriculum & Pedagogy	Gen/SPED Collaboration	Belonging through Co-Curricular Activities	Every Student's Needs Met at Neighborhood School	Developing Independent Learners	Students Involved in IEPs	Every Student Effectively Communicates
<p>*Educators collaborate to collect and use student assessment data, using a variety of tools and approaches to inform instruction</p> <p>*Clear through-lines are seen with apples-to-apples data in the present levels, goals, and progress notes, within each IEP and over time for each student</p> <p>*The purpose of evaluation is to support each child to know themselves as a learner and to strengthen the circles of support around that child, never to lower expectations or limit possibilities</p>	<p>*Engagement strategies capitalize on students' strengths, maximize student talk, and ensure all students have access to and are expected to participate in learning</p> <p>*Learning targets are clearly articulated, developed from state standards, relevant & measurable</p> <p>*Students understand what they are learning and why they are learning it</p>	<p>*General ed and special ed teachers engage in co-teaching and co-planning to provide access and engagement for all students.</p> <p>*Instructional materials, tasks, & tools are age-appropriate, challenging and culturally & academically relevant</p> <p>*In their general education classroom learning community, each child has access to grade-level content, high-cognitive tasks, opportunities for meaning-making, and explicit instruction when needed</p>	<p>*Ownership of student access, achievement, engagement, and success is shared collaboratively between gen/sped staff. Intentional planning and on-going communication support the academic and social-emotional success of each student</p> <p>*SPED teachers and other specialists participate in Professional Learning Communities with general ed staff & job-alike teams</p>	<p>*All students participate in co-curricular activities inclusively, broadening opportunities for students with disabilities, and promoting a culture of diversity and respect in all of our schools & throughout the WLWV community</p>	<p>*Full range of supports in place to meet each student's academic, behavior, communication, social-emotional, & independent living skills at every school K-21</p> <p>*Each school develops a culture that fosters equity, belonging and inclusivity for all children</p> <p>*School teams partner with and support families to meet the needs of the whole child</p>	<p>*Each student cultivates a growth mindset</p> <p>*All students assess their own learning, use data to set learning and IEP goals, and monitor their own progress</p> <p>*Promote strong learning partnerships with peers</p> <p>*Engaging in productive struggle with relevant tasks and receiving targeted feedback builds resilience and self-efficacy</p>	<p>*IEPs are developed collaboratively with students, creating true ownership of learning for each student, and increasing the success of each student in reaching challenging goals and aspirations</p> <p>*Every IEP meeting includes meaningful participation by the student</p> <p>*Students are actively involved in planning for transitions</p>	<p>*Every student has the tools and opportunities to communicate effectively about his/her learning, needs, interests, and preferences in school and in the community</p>
Use a Common Instructional Framework for All Children: The 5 Dimensions of Teaching and Learning								