

Supporting Inclusive Practices (SIP) Blueprint for Inclusion



Envisioning

- Cohesive Leadership
- Vision, Mission and Values
- Communicating Clarity and Urgency of Purpose
- Persuasion and First Adopters



Building

- Data Collection with Stakeholder Input
- Root Cause Analysis
- Clear Strategy
- Goals and Measures
- Policies and Practices



Implementing

- Promote a Culture of Growth
- Deepening Learning and Coaching
- Creating Capacity
- Shared Accountability
- Clear Messaging and Dissemination of Information Across Stakeholders



Scaling Up

- Organization-wide Practices
- Increased Resources



Paying It Forward

- Serve as an Exemplar
- Share Expertise, Experiences, and Resources
- Network and Champion Inclusion

Progress Monitoring and Continuous Improvement





Supporting Inclusive Practices Logic Model 2018-2019

Inputs

California Department of Education

Riverside County Office of Education

El Dorado County Office of Education

El Dorado County/Charter SELPAs

University of Redlands

San Francisco State University

digiCOACH

(33) LEAs Statewide

Activities

Exemplar Launch Event

Spring Institute

Webinars

CHIME Institute: Creating Inclusive Environments PD

Root Cause Analysis

Action Plan

Continuous Improvement

Bi-monthly Classroom Walkthroughs

Data Collection and Analysis

Site Tours

Professional Development

Quarterly Meetings Led by Regionalized Technical Assistance Providers

Quarterly Meetings Led by SIP Directors and the California Department of Education

Outputs

Coherent Leadership Teams Driving Inclusive Culture, Policy and Practices

Continuous Improvement (PDSA) Action Plan Based on Root Cause Analyses

LEAs Self-Sufficient in Conducting Root Cause Analyses and PDSA's

Data Compilation via Classroom Walkthroughs and SPP Indicator Reporting

Record of Site Tours/Technical Assistance Provided/Received

Record of Participation in Webinars/Institutes/SIP Events

Outcomes

Short-Term
Organization Level

Clarity of Vision Across Stakeholders

Change in Policy and Practices to Support Inclusion (via Collaboration, Collective Efficacy, Professional Development, Continuous Assessment)

Professional Learning Communities to Include GenEd and SpEd

Implementation of Continuous Improvement Processes

Proactive and Collaborative Transition Practices Involving Family and Community to Foster Successful Adjustments and Positive Outcomes

Transparency of Data to Promote Accountability

Effective Bi-Lateral Communication Pathways Across Stakeholders

Classroom Level

Universal Design for Learning as a Curricular Framework

Evidence of Cooperative Learning and Student Engagement

Evidence of Access to High Quality Technology which Leverage inclusion

Environments Created for Varied Learners

Professional Learning Communities to Include GenEd and SpEd

Long-Term
Organization Level

Improvement in Indicators 3, 5, 6, and 7 of the State Performance Plan

Culture of Inclusion Across Students, Staff and Community

Engagement in Practices of Continuous Improvement

Respectful Collaborative Partnerships Which Build Family and Community Capacity to Nurture Desired Student Outcomes Including Optimum Transitions

Implementation of Plans to Achieve Sustainability and Scale

Participation in Networks/Organizations to Promote Inclusion

Classroom Level

Natural Proportions

Progress Monitoring and Continuous Improvement

