

# **Demonstration Sites Project**

## **Virtual Site Visit**

### ***Hidden River Middle School***

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UNIVERSITY *of* WASHINGTON

HARING CENTER  
FOR INCLUSIVE EDUCATION





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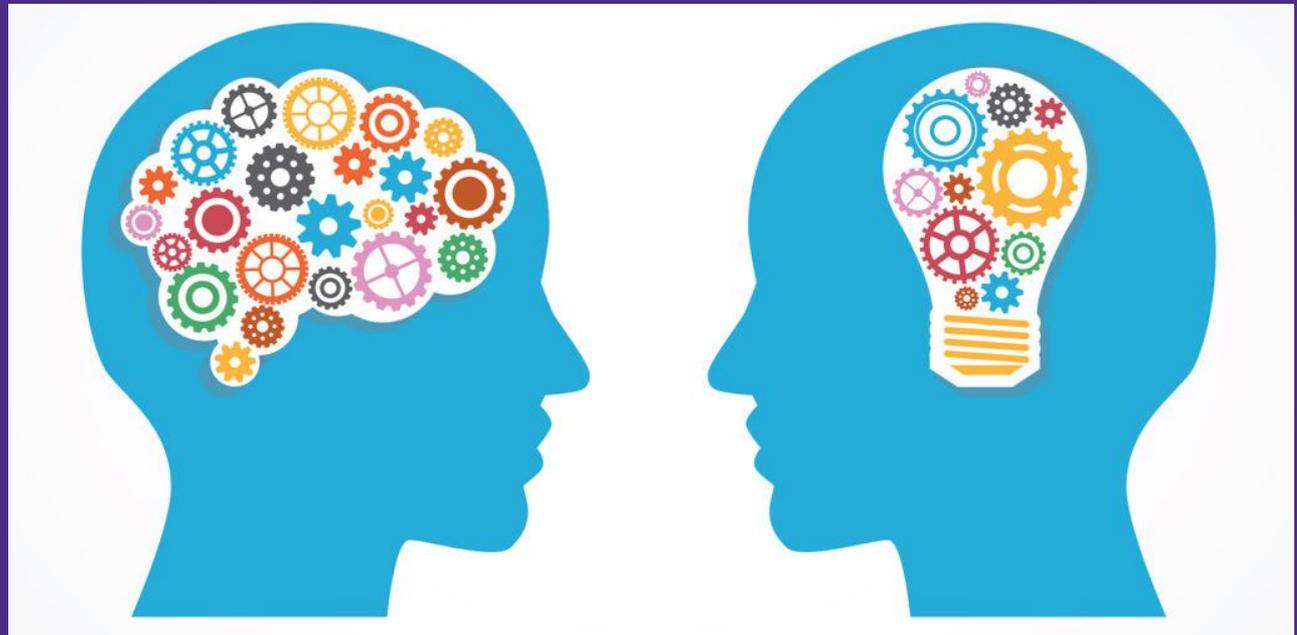


Molly Lyman  
UW Haring Center  
Program Coordinator

# Webinar Etiquette

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- Keep an open mind.
- Be an active participant.



# Please have your impact form ready

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## > You should have answered the following questions:

1. What are your schools inclusionary practices/needs that you hope to have addressed during the webinar today?  
Consider the needs of—students, teachers, community, professional learning.
2. What is the impact you hope to have by bringing back what you learn to your school community?  
Connect this to the needs you are looking to address.
3. What are the questions you want to explore today?  
Think about personal experiences from your building.

# Here is your impact form



## OBSERVATION/IMPACT FORM

NAME

DEMONSTRATION HOST SITE

SCHOOL/ROLE

DATE

*I found this visit valuable*

1      2      3      4      5      6  
NOT AT ALL      SOMEWHAT      VERY

### PRE-OBSERVATION PLANNING:

1. What are your schools inclusionary practices needs that you hope to have addressed during your webinar today?  
(consider the needs of-students, teachers, community, professional learning)

2. What is the impact you hope to have today by bringing back what you learn to your school community?  
(connect this to the needs you are looking to address)

3. What are the questions you want to explore today? (think about personal experiences from your building)



# Page 2: Your takeaways

## WHAT ARE YOU LEARNING ABOUT INCLUSIONARY PRACTICES?

4. What do you hear students doing?

5. What do you hear teachers doing?

6. What instructional methods/materials are being used?

7. What are the systems, culture or leadership practices you see to support inclusive education?

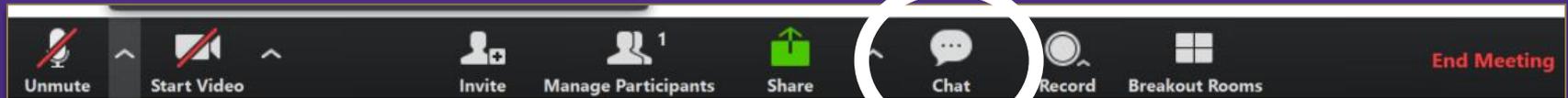
8. What are the initial steps you can take from what you learned to support inclusionary practices in your school?



# Practice the Chat

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- > From your impact form, please share, an answer about what impact you hope today's webinar will have on your schools inclusionary practices.





**1** Center for Strengthening the Teaching Profession (CSTP)  
Inclusionary Practices Project Lead

## Statewide Professional Development

**2**

District Leaders:	School Leaders:	Local School Boards:	Educators:	Education Support Personnel:	Families & Students:	Preservice Leaders:	Preservice Educators:
WASA, AESD	AWSP, AESD, CCTS	WASA	AWSP, AESD, CCTS	WEA, CCTS	OSPI	AWSP	OSPI

**3** UW Haring Center  
Inclusion Facilitation

**Inclusionary Demonstration Sites**

**Inclusion of Students with Significant Cognitive Disabilities (TIES Center)**

**4** Inclusionary Practices Pilot Sites

180 Schools in 90 Districts, serving over 15,000 students with disabilities!

**5** University of Kansas

Research & Supports for Online/Virtual Specially Designed Instruction

# Demonstration Sites Project Overview

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- > 16 demonstration sites across the state of WA will be selected over the course of the next two years.



- > Demonstration sites will:
  - Serve as model sites for best practices in inclusive education.
  - Showcase implementation of high leverage practices.
  - Invite and host members of the community to see practices in action.
  - Continue to build inclusive culture by refining practices.
  - Increase equitable learning for all students.

# Founding Principles

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- > **Inclusion is a cultural initiative.**
- > In every school, there are effective practices and supports that can work for all students.
- > All schools are on a path of continuous improvement.
- > Outcomes of implementation of best practices transfers to planning and development in our own learning environments.
- > Strong sustainability is promoted through strong partnerships with key stakeholders.
- > Innovative site-based leadership leads to increased effectiveness.

# Demonstration Site Goals

1. Provide an action-oriented and **transformational learning** experience for visitors .
2. Allow schools to **tell their stories** about best practices, systems, and processes that drive student success.
3. Create professional **peer-learning communities** where educators support educators, contributing to a culture of teacher-leaders.
4. **Support schools** so they can continue to strengthen practices, outcomes, and an inclusive culture.
5. Contribute to **system-wide efforts** that achieve equitable outcomes for all students.

# Demonstration Site Goals, cont.

6. Influence a **culture of collaboration** across schools in the state of Washington.
7. Use an **asset-minded approach** to interrupt existing biases that have historically created barriers for student success.
8. Provide **key takeaways** for school leaders looking to replicate inclusive practices and make them their own.
9. Improve social and academic **outcomes for students** with and without disabilities.
10. Determine the information, tools, and supports schools need to build, implement, and **sustain an inclusive model**.

# Questions and Polling 1

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## Who's here?

- Administrator
- Counselor
- Teacher
- Parent
- ESD
- District
- Specialist
- Community Based Organization
- Paraprofessional
- Related Services
- Other

# Who is presenting today?

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**Brett Wille**  
Principal



**Jonathan Judy A**  
Principal



**David Paratore**  
Executive Director



**Laura Pedack**  
Co-Teacher



**Monica Byerly**  
Co-Teacher



**Robin Lampers**  
Co-Teacher



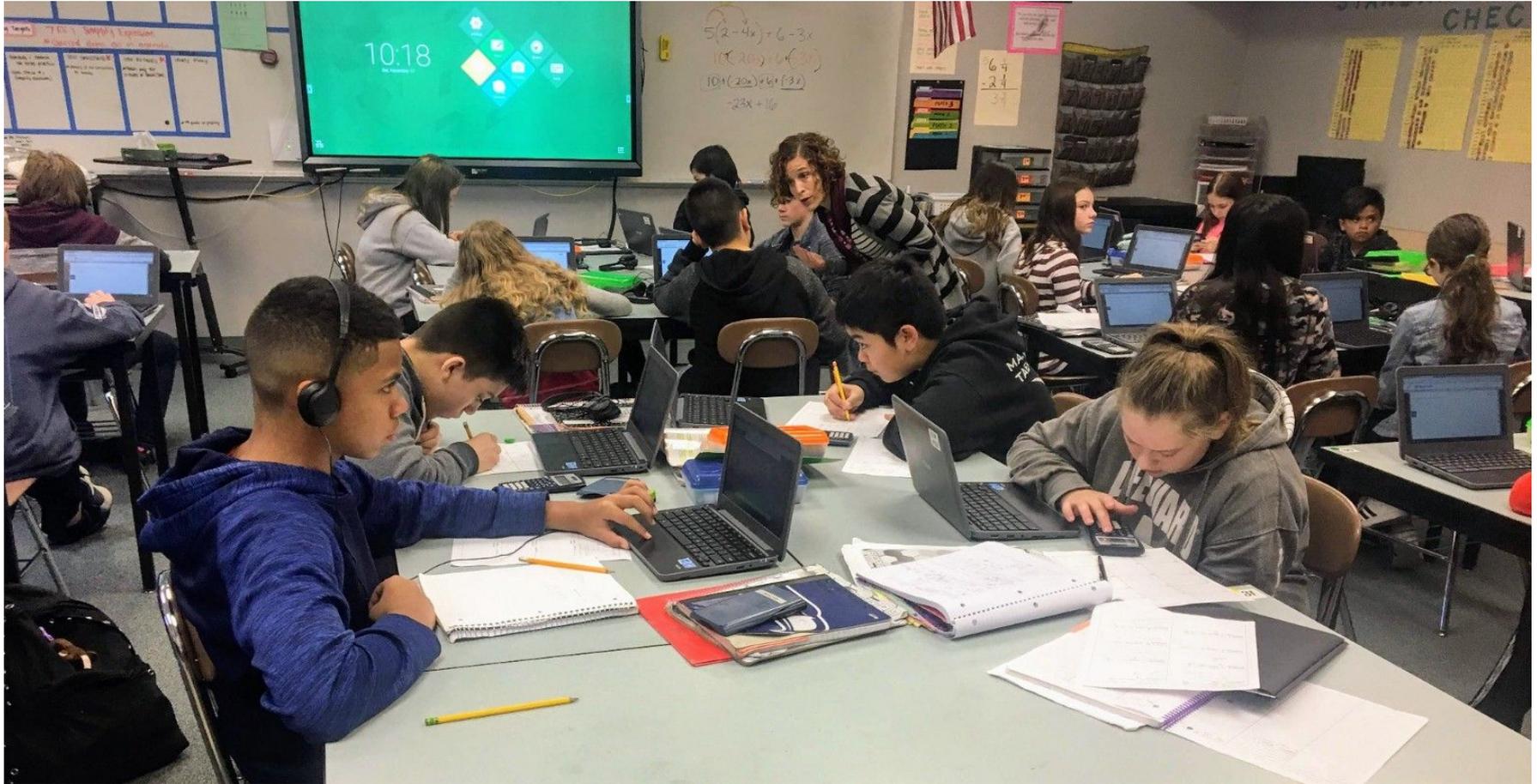
**Ashley Castillo**  
Life-Skills

# Introducing

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# We are Hidden River Middle School



# Structure for the Webinar

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<i>Components for Sharing our Story</i>	<i>Inclusionary Practices Highlighted</i>
<i>Developing a Culture for All</i>	<ul style="list-style-type: none"><li>● <i>Collaborative Teaming</i></li></ul>
<i>Aligning Actions and Beliefs: Structures that Support the Work</i>	<ul style="list-style-type: none"><li>● <i>Students Engaged in Core Content</i></li><li>● <i>Multi-Tiered Systems of Support</i></li><li>● <i>Co-Teaching / Co-Planning</i></li></ul>
<i>Commitment to Continuous Improvement</i>	<i>(A necessity for inclusionary practices)</i>

# Format

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- *Guiding questions that grounded our work*
- *Key Takeaways ... important lessons to remember*
- *Artifacts / Tools we used to drive the work*
- *Resources we found helpful*
- **HRMS Participant Handbook (Reference)**
  
- *Q and A*

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# **Section 1: Developing a Culture of ALL**

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## **Inclusionary Practice Highlighted**

- **Collaborative Teaming**

# Inclusion: Built Upon a Foundation of “Why”

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**Guiding Question:** *What kind of school would we want for our own children?*

**Follow Up Questions:** *What does life look like for students that don't “make it”? What is our Purpose as a school?*

**Data:** *Failure rates and student growth*

**Key Takeaway:** *Starting with the Why is most critical*



# Our first internal conflict as a staff ...

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*Kids cannot achieve grade level if they aren't in grade level classes (for us this is the definition of ALL Means ALL)*

*Our journey to end the harmful practices of exclusion began*

***Key Takeaway: Learning by doing ... action is what creates culture***

# Inclusionary Practice - Collaborative Teaming

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**Guiding Question:** *What's most Essential* for students to learn and **How will we know** if they've learned it?

- *“Unsurpassed” collaboration around the 4 Questions of a PLC is our strategy to achieve All*
- *This is our “How”, our “vehicle” to become the school we envisioned for our own children*

**Key Takeaway:** *Meeting the needs of ALL is possible when we ALL are responsible to make it happen*



# Hidden River – Our Foundation



## Our Purpose

### **ALL Means ALL**

Our Purpose at Hidden River is to ensure that All students learn the essential academic, social, and citizenship skills to be successful in middle school and beyond

## Our Commitment

### **Student Needs First / Collaboration**

At Hidden River ... The **needs of the student come first**; we will meet those through **unsurpassed collaboration**; no one is big enough to work independently of others; the combined wisdom of one's peers is greater than any individual; we will use a teamwork approach, share our insights, and take a continuous interest in each other's growth.

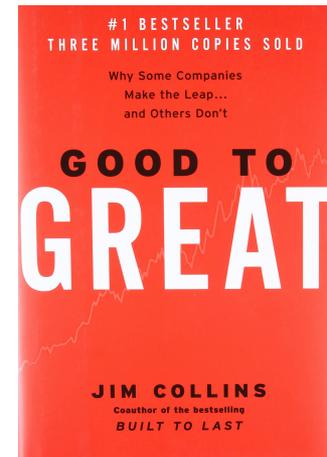
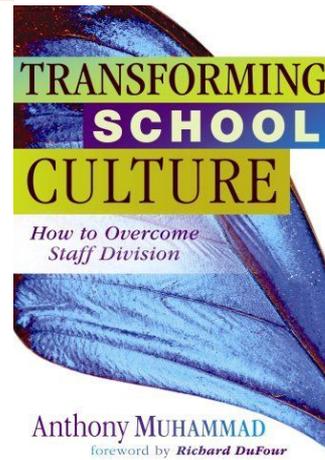
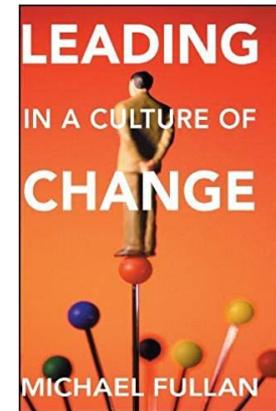
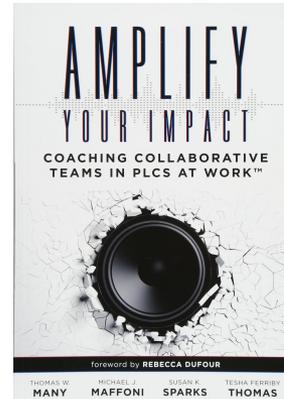
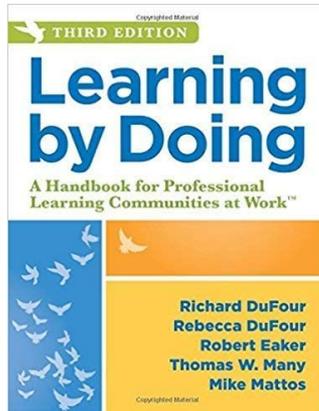
## Our Success Plan

- **Every team operating at a “Level 10”**
- **Every student receiving what they need**
- **Every staff member improving and growing**

## Our Measurement of Success

- **Teacher Student Growth Goals (Danielson)**
- **Team SMART Goals**
- **School Improvement Goal**

# Helpful Resources



# Section 2: Aligning Actions with Beliefs and Structures to Support the Work

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## Inclusionary Practices Highlighted

- Students Engaged in Core Content
- Multi-Tiered Systems of Support (MTSS)
- Co-Teaching and Co-Planning

# Inclusionary Practice - Students Engaged in Core Content

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**Guiding Question:** *What are the structures needed to ensure students are accessing and engaging in core content?*

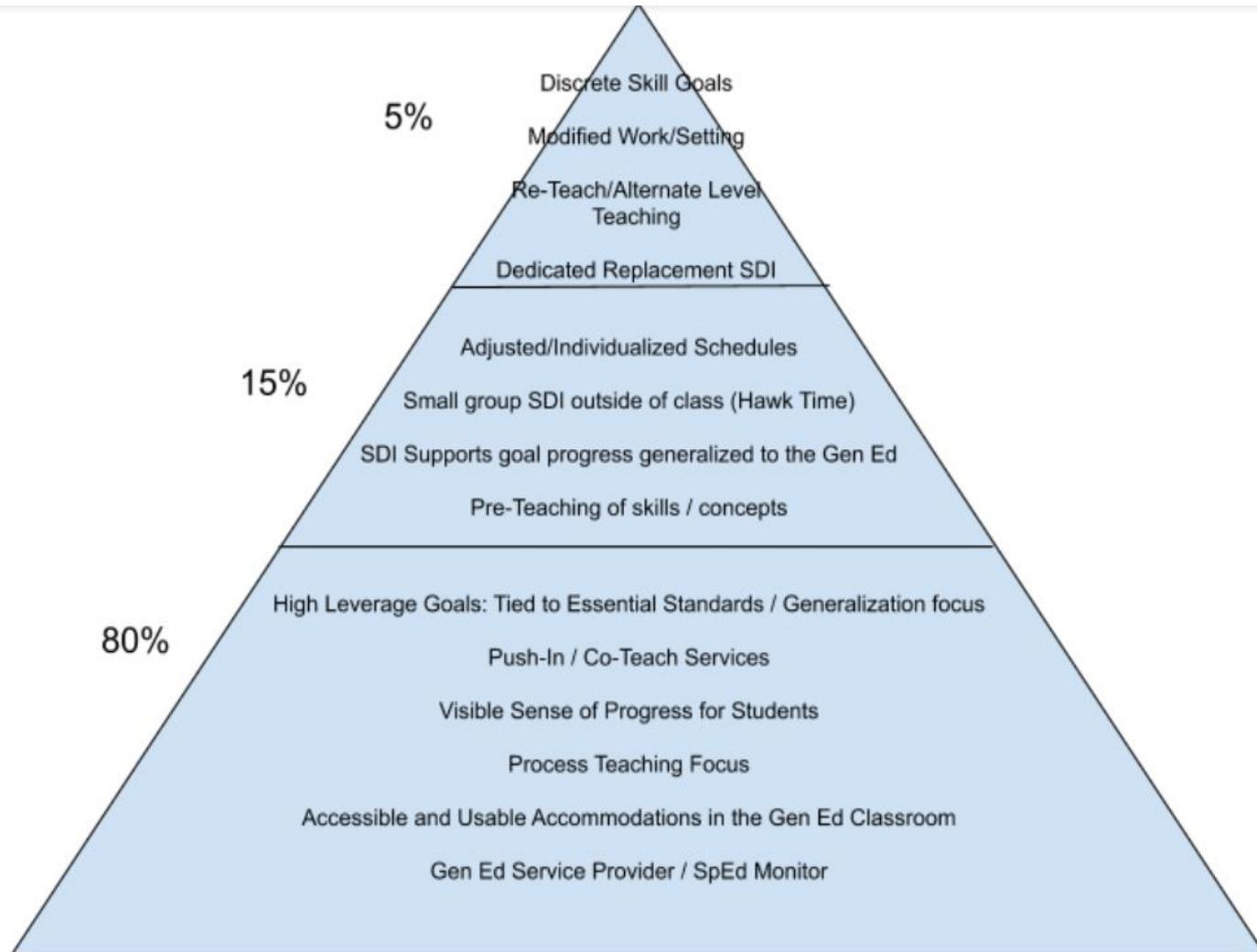
*When we raise the bar, students will meet it!*  
*Current reality as a district*

## **Key Takeaways**

- ***Continuum of Services ... assume Gen Ed first***
- ***Goals aligned to standards***
- ***Accommodations to provide access***



# Key Takeaway 1: Pyramid of SpEd Services



# Key Takeaway 2: Goals Aligned to Standards and Written as Learning Progressions

## Hidden River Middle School Reading Skills Learning Progressions

### Resources Consulted:

- HRMS Vertical ELA Essential Standards Chart / List
- Common Core Standards
- iReady Instructional Groupings Descriptors and Resource Guides

Decoding	Fluency	Comprehension
<p><b><u>RF3</u></b>            Decode regularly spelled one-syllable words.            Know final -e and common vowel team conventions for representing long vowel sounds.            Decode two-syllable words following basic patterns by breaking the words into syllables.</p>	<p><b><u>RF4--6th Grade Level</u></b>            Read grade level texts at a rate of _____ words per minute with expected tone and expression.</p> <p>*10th percentile: 68-93 words per minute            *25th percentile: 98-122 words per minute            *50th percentile: 127-150 words per minute            *75th percentile: 153-177 words per minute            *90th percentile: 177-204 words per minute</p>	<p><b><u>RL and RI 10</u></b>            Answer explicit reading comprehension questions about grade level text            -Identify 5 W's            -Identify event sequence            -Identify Literary Elements except theme, tone, and mood (explicit elements)            -Select explicit details in a text, to respond to a prompt or question</p>

> **Note: Examples on pages 17 - 21 in Handbook**



# **Key Takeaway 3: Accommodations that Provide Access**

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- > Use of an Accommodations Bank that identifies highest leverage accommodations, as a starting point (Handbook page 31)**
- > Use of high leverage Graphic Organizers that can be used across settings (Handbook pages 32 - 34)**
- > Social / Emotional / Behavioral / Organization Goals that can be monitored in Gen Ed settings (Handbook pages 22 - 30)**

# Inclusionary Practice - The Evolution of MTSS at HRM

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**Guiding Questions:** *How will we respond when students don't learn it the first time? What does each student need?*

*From "the SPED teachers down the hall will fix them" to a full Pyramid of Interventions for All students*

## **Key Takeaways**

- ***Build your pyramid one intervention at a time AND remember we can't intervene our way to improvement***

## Schoolwide Supports

WEB  
Daily Agenda use  
Skyward/Family Access  
Quarterly HAWK goals  
Hawk Way Program  
Hawk Academy\*  
iReady  
SEL Lessons

## Tier 1: Core For ALL

Common Grading Practices  
Hawk Way Day  
Quarterly Honor Roll  
Hawk High Fives  
Attendance Monitoring  
Hawk Bucks  
Canvas

Essential standards identified in all classes  
Common assessments for all essential standards  
Math data notebooks & study plans  
Graphic organizers  
Hawk Time Study Hall  
Essentials re-takes  
Progress monitoring and students tracked on all essentials  
Cornell note-taking  
Learning targets identified for all essentials

## Team Led Supports

## Tier 2: Supplemental Support

Work Completion Reflects  
ZAP  
After school study club  
Adopt A Hawk \*  
Peer Tutoring  
Behavior Check in/out  
Attendance Goal Setting  
Work Completion Plans  
ELL monitoring  
Behavior Goal Setting

Targeted Hawk Time  
Audio reading accommodation  
Modified assignments  
Mix up classes within teams  
Small group initial instruction  
Small group re-teach  
Guided notes  
Co-teaching

## Tier 3: Intensive

Support classes:  
(academic, behavior, social, org)  
Intensive Reading Intervention  
Student Support Advocate  
Schedule modifications  
Attendance Contract  
Behavior Plan  
ELL Support

**MORE  
INTENSIVE**

**MORE TARGETED**

**Hidden River  
Pyramid of  
Interventions**

**At Hidden River  
ALL Means ALL!**

# Inclusionary Practice - Co-Teaching and Co-Planning

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**Guiding Question:** *What's needed to provide a continuum of services that provides all students the access they need to grade level essential skills?*

*We had to prove to ourselves that this was possible*

## **Key Takeaways**

- ***Start small and celebrate often***
- ***Right combination of cultural (i.e. relational!) work and structural work to create effective partnerships***



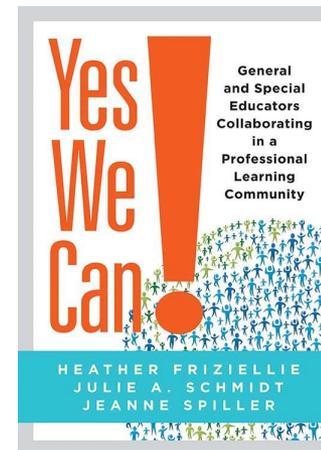
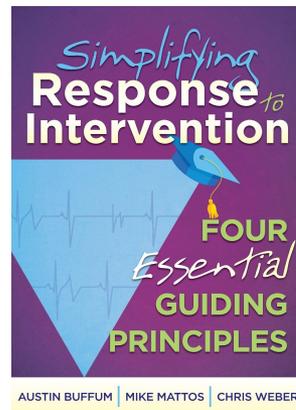
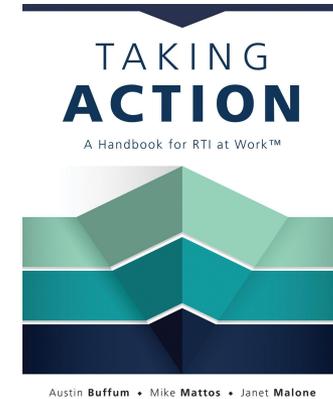
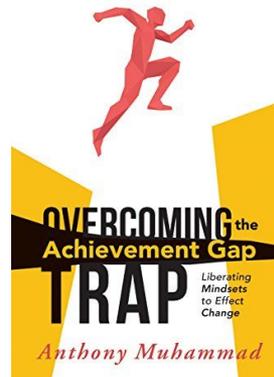
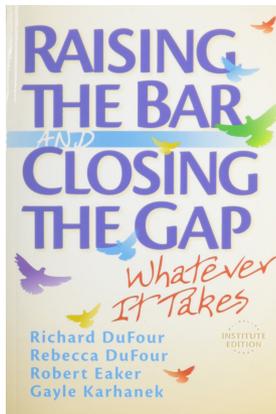
NAME: \_\_\_\_\_

CLASS PERIOD: \_\_\_\_\_ MATH 2/3: 11.4-11.8

MATH 2/3: NELSON/RELEI MONTH: OCTOBER 2019

Nov 4-8 MONDAY	TUESDAY	SUB WEDNESDAY	SUB THURSDAY	FRIDAY
<b>MULTIPLY/DIVIDE RATIONAL NUMBERS</b>	<b>APPLICATION OF ALL OPERATIONS</b>	<b>APPLICATION OF ALL OPERATIONS</b>	<b>APPLICATION OF ALL OPERATIONS</b>	<b>APPLICATION OF ALL OPERATIONS</b>
Practice multiplying/dividing and all operations	Practice Word Problems	Practice Word Problems Practice Exit Slip	Exit Slip 7.NS.2 iReady Lessons	HW Quiz Start on Practice Test
7.NS.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.				
<b>Homework: 2.4: pg. 68: 14-21, 28-32</b>				<b>No Homework</b>

# Helpful Resources



# Section 3: Commitment to Continuous Improvement

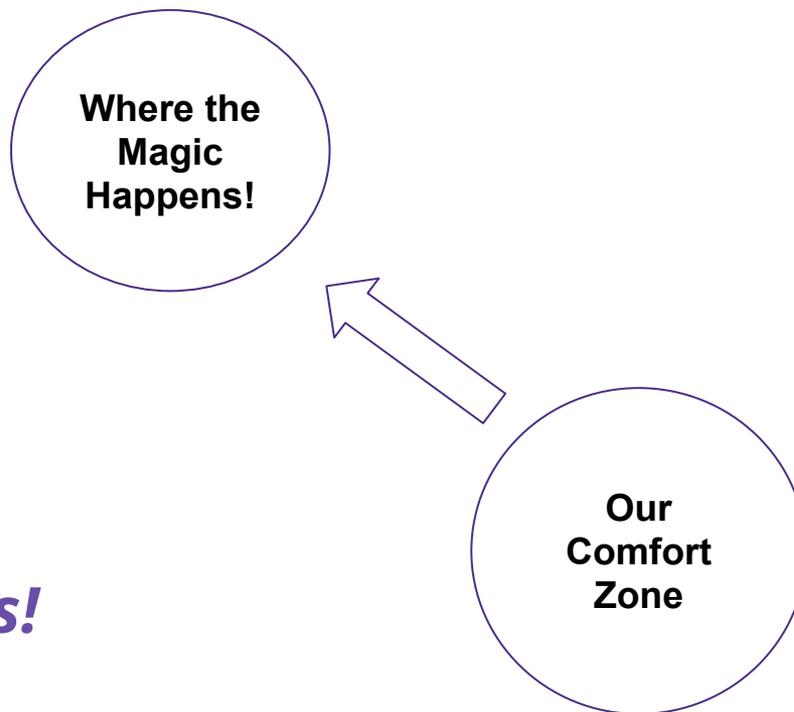
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It all comes back to culture ...

# A Culture of Continuous Improvement

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**Guiding Question:** *What are the leadership moves needed that will cause us to continually reach toward higher levels of greatness?*



## Key Takeaways

- **Leadership matters!**

# Our High Leverage Leadership Moves

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- **Filter** out what's not essential, **Focus** teams on what is essential
- **Celebrate** wins early and often
- **Encourage** risk-taking and vulnerability
- **Support** and **Adjust** based on what the staff needs
- **Build coalitions** of staff to guide and lead the work
- **Acknowledge fear** and combat it with **Courage**
- **Embrace difficult conversations**



# Most important lessons learned ...

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- *Learning by Doing ... Through Action We:*
  - *change our beliefs about what kids can do*
  - *change our beliefs about what we are capable of*
  - *create a new paradigm of what school is*
- *It's ok to start small ... early wins are huge*
- *We ALL are responsible to make this work*

# Largest Areas of Continued Growth

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- *Coaching teams weekly*
- *Improving Tier 1 (academic and behavioral)*
- *Leveraging and shifting the work of our para staff*
- *Grading for learning*
- *Shifting our co-teach support model to loop by grade level*



# Dramatic Improvement in our Data

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*# Behavioral Incidents*

*Reduction in failure rates*

*Increase in Honor Roll*

*High student growth on SBA*

*Staff, student, parent satisfaction (annual perception data)*



# 2013 - 2014 State Achievement Data

	Proficiency				Growth	
	Rating based on Percent Proficient				Rating based on Median Growth Percentiles	
	Reading	Math	Writing	Science	Reading	Math
All Students	7.00	6.00	8.00	8.00	5.00	4.00
Targeted Subgroup Average	5.25	4.00	6.00	7.00	5.00	3.50
Targeted Subgroups						
American Indian/Alaska Native						
Pacific Islander/Native Hawaiian						
Black/African American						
Hispanic	6.00	5.00		7.00	5.00	4.00
English Language Learners (ELLs)						
Former ELL	7.00	5.00			6.00	5.00
Students with Disabilities	2.00	1.00			3.00	1.00

# 2015 - 2016 State Achievement Data

	Proficiency			Growth	
	Rating based on Percent Proficient			Rating based on Median Growth Percentiles	
	ELA	Math	Science	ELA	Math
All Students	7.00	7.00	8.00	8.00	8.00
Targeted Subgroup Average	5.50	5.00	7.00	8.25	7.25
Targeted Subgroups					
American Indian/Alaska Native					
Pacific Islander/Native Hawaiian					
Black/African American					
Hispanic	6.00	6.00	7.00	9.00	7.00
English Language Learners (ELLs)					
Former ELL	7.00	7.00		8.00	8.00
Students with Disabilities	3.00	2.00		8.00	7.00

# Meet Mitzy

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## **Questions:** *Please share your answers in the CHAT box.*

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- 1. What are the systems, culture, and/or leadership practices you heard about today that support inclusive schools?**
- 2. From what you learned today, what are some initial steps you can take and apply in your building?**



# Contacts

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**Brett Wille**  
Principal



**Jonathan Judy**  
A Principal



**David Paratore**  
Executive Director



**Laura Pedack**  
Co-Teacher



**Monica Byerly**  
Co-Teacher



**Robin Lampers**  
Co-Teacher



**Ashley Castillo**  
Life-Skills

# To learn more about the Demonstration Sites Project

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> Please visit:

<https://haringcenter.org/pdu-demo-sites/>

<https://www.k12.wa.us/policy-funding/special-education-funding-and-finance/inclusionary-practices-professional-development-project>

> Or email, [uwdemosites@uw.edu](mailto:uwdemosites@uw.edu)



Respond at [Pollev.com/uwharingcenter](https://Pollev.com/uwharingcenter)

Text **UWHARINGCENTER** to **22333** once to join, then text your message

# **W** In ONE word, what are the systems, culture, and/or leadership practices you heard about today that support inclusive schools?



Total Results: 28



# Evaluation and Clock Hours

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## Google Form

[https://docs.google.com/forms/d/e/1FAIpQLSfhsiGmE2PmeAxcXxbq1YMkx\\_9JPLYXSmBiFxEth-10f7vT\\_A/viewform](https://docs.google.com/forms/d/e/1FAIpQLSfhsiGmE2PmeAxcXxbq1YMkx_9JPLYXSmBiFxEth-10f7vT_A/viewform)

*A link to this evaluation form has been emailed to all participants.*

*Clock Hour Forms have been emailed to all participants.*



# Thanks to our partners

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**OSPI**

