

# History of Evidence-Based Practices



Evergreen High School  
2009-Present

# Changes in Course Catalog

- Fewer Supplanted classes available
- Students enrolled in grade level core classes

<a href="#">ELE175/11</a>	MATH DEVLPMNT 3
<a href="#">ELE176/21</a>	MATH DEVLPMNT 3
<a href="#">ENG311/16A</a>	11 ENGLISH 1
<a href="#">ENG312/26A</a>	11 ENGLISH 2
<a href="#">SST311/12B</a>	US HISTORY 1
<a href="#">SST312/22B</a>	US HISTORY 2
<a href="#">VSC100/PM1</a>	SKILLS CENTER
<a href="#">VSC100/PM2</a>	SKILLS CENTER
<a href="#">WVRWSH/1</a>	WVR WA HIST
<a href="#">ZSEMGR/13</a>	IEP CASE MGR
<a href="#">VSC582/P04</a>	CULINARY 1
<a href="#">VSC682/P04</a>	CULINARY 1
<a href="#">ZSEMGR/Z01</a>	CTA CASE MGR
<a href="#">ENG411/11</a>	12 ENGLISH 1
<a href="#">ENG412/21</a>	12 ENGLISH 2
<a href="#">MTH333/12</a>	FINANCIAL LIT 1
<a href="#">MTH334/22</a>	FINANCIAL LIT 2
<a href="#">SST411/16</a>	CWI 1
<a href="#">SST412/26</a>	CWI 2
<a href="#">VSC100/PM1</a>	CASCADIA TECH
<a href="#">VSC100/PM2</a>	CASCADIA TECH

# Stakeholder Input

Review over 5,000 pieces of information from various stakeholders: parents, staff members, students, and administrators



# Strategic Planning

All students receiving special education services are general education students who are provided service in compliance with the intent of IDEA:

- Students receive collaborative instruction in the least restrictive environment.
- Students have opportunities for specific specially designed instruction to close the achievement gap for each student as part of each school's annual plan.
- Teams receive collaborative professional development in order to deliver high quality, rigorous, individualized instruction.

Teams develop and demonstrate practices that embrace the diversity brought to the classroom by each student.

# Strategic Planning Videos



Evergreen Public Schools

## SPECIAL EDUCATION STRATEGIC PLAN

### OUR VISION

We all share responsibility to provide every student access to core curriculum with high quality, rigorous, individualized instruction.

### OUR MISSION

We prepare students who receive special education services for post-secondary education/training, employment and independent living with all decisions reflective of our Core Beliefs



# Standards-Based IEPs

1

• Know the Grade-Level Content Standards/ Context

2

• Examine Classroom and Student Data

3

• Develop the PLP

4

• Develop the Annual Goals

5

• Assess/Report Student Progress

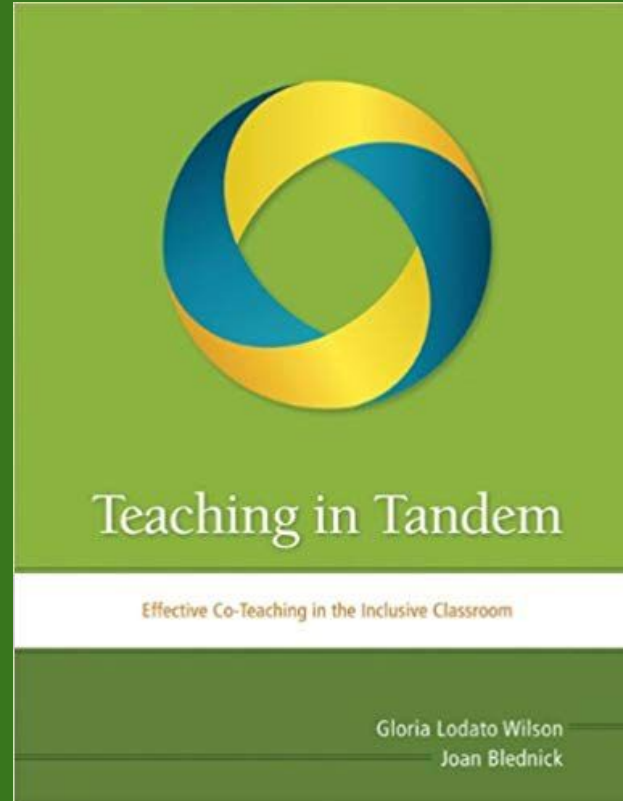
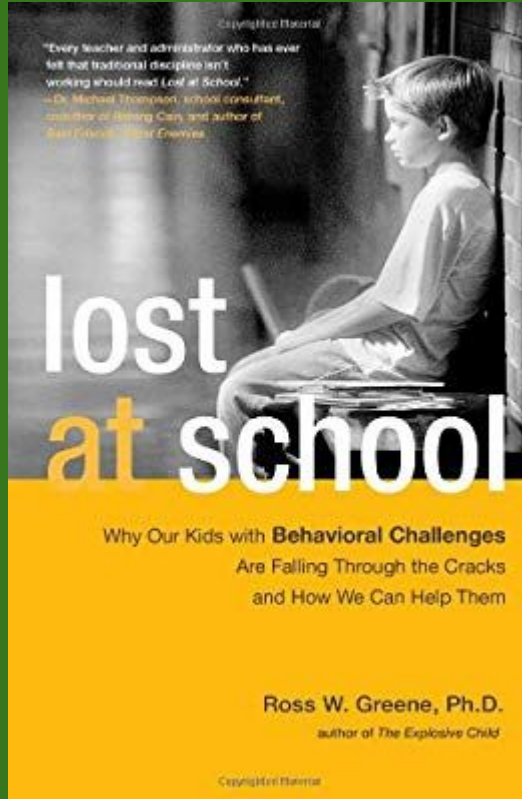
6

• Identify SDI, Accommodations/Modifications

7

• Determine Assessment

# Book Studies





# Co-Teaching





# Strategic Plan Building Meetings and Action Planning



Evergreen Public Schools

## SPECIAL EDUCATION STRATEGIC PLAN – Evergreen HS SLC/SCIP/ALC/LS/DHOH

**VISION:** We all share responsibility to provide every student access to core curriculum with high quality, rigorous, individualized instruction.

**MISSION:** We prepare students who receive special education services for post-secondary education/training, employment and independent living with all decisions reflective of our Core Beliefs.

**PURPOSE:** Develop this year's focus with regards to the Special Education Strategic Plan.

*"...defining the purpose of special education. The role of special education is to minimize the impact of disability and maximize the opportunities for children with disabilities to participate in general education in their natural community. This assumes that most children with disabilities will be integrated into general education with special education serving as a vehicle for access by addressing the specific needs."*

New Directions in Special Education: Eliminating Ableism in Policy and Practice. By Thomas Hehir

### **Building's Problem of Practice:**

***If EHS is a compassionate and responsive student-centered learning system at the heart of every word, action, and decision; then students will be engaged in learning tasks that are:***

- Aligned with the common core standards
- Cognitively rigorous and content rigorous
- Presented through research proven best practices that teach and reinforce

# Videos of Quality Practices



## "Eagle's Nest Cafe"


Evergreen Public Schools • 374 views • 3 years ago

Each week, special education students at Shahala Middle School staff "The Eagle's Nest Cafe." The weekly "coffee cart" serves up coffee, pastries, and lots and lots of smiles.

# Co-Teaching Instructional Rounds



## The Types of Co-teaching

- 
- ✓ Curriculum Knowledge
  - ✓ Planning
  - ✓ Time Allocation
  - ✓ Level of Trust
  - ✓ Philosophical Agreement

Team Teaching

Alternative Teaching

Parallel Teaching

Station Teaching

Lead and Support

# Academic Resource Centers





# Presentations at Conferences



# School Visits



Districts from all over the state, and a few from out of state came to visit.

# Blog Articles and Podcasts

## LIMITING TRANSITIONS: A COMMITMENT TO INCLUSION

In the book [Qualities of Effective Teachers](#) by James H. [Stronge](#), he states, "Research has demonstrated that student achievement is higher in classes where instructional time is maximized (see, for example, Taylor et al., 1999; Walberg, 1984). The effective teacher prioritizes instruction, a process that is accomplished partially through allocation of time. One illustration of how effective teachers best use the scarce commodity of time is in smoothly orchestrated classroom transitions; they remain involved with the students during the entire class period from start to finish, allowing for no idle or down time."

When looking at student instruction at Crestline Elementary, limiting transitions is a key to their success. For a population with over 66% of students receiving free or reduced lunch, 11.7% receiving special education services, and over 26% receiving ELL services, Crestline's Principal, Bobbi Hite, sums this up pretty clearly when she shared with me her thoughts about supporting all students. By providing support services in the general education classroom, transitions for students are limited, students learn their skills in a consistent setting; making it easier to generalize their learning, and **teachers go to students to support the student's learning**; not the other way around.

Of course, change to providing all services in the classroom doesn't just happen overnight. For the past 9 years, Bobbi has been putting a team of folks together who are committed to inclusive services for students. In building a commitment to inclusion, Crestline staff have weekly meetings to discuss ongoing work that is being done to support students in the general education setting.



*ACCESS FOR ALL*

PODCAST