

UW Demonstration Sites Inclusionary Practices Professional Development (IPP) Project

Stanwood High School and Stanwood Camano Island SD



UNIVERSITY *of* WASHINGTON
HARING CENTER
FOR INCLUSIVE EDUCATION



About the Inclusionary Practices Professional Development Project (IPP)

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

2 Statewide Professional Development

District Leaders: AESD, CLS, WASA	School Leaders: AESD, AWSP, CCTS, CLS, SWIFT	Local School Board: WASA	Educators: AESD, CCTS, CLS, SWIFT, WEA	Education Support Personnel: WEA, CCTS	Families & Students: FEC	Preservice Leaders: AWSP	Preservice Educators: CEEDAR
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3 University of Washington Haring Center
Inclusionary Demonstration Sites | TIES Center Collaboration for Inclusion of Students with Significant Cognitive Disabilities

4 Inclusionary Practices LEA Pilot Sites
246 Schools in 100 LEAs, serving over 20,400 students with disabilities!

5 University of Kansas Center for Research
Research & Supports for Online/Virtual Specially Designed Instruction



Fall 2023

IPP to IPTN
Inclusionary Practices Technical Assistance Network



OSPI IPP Project



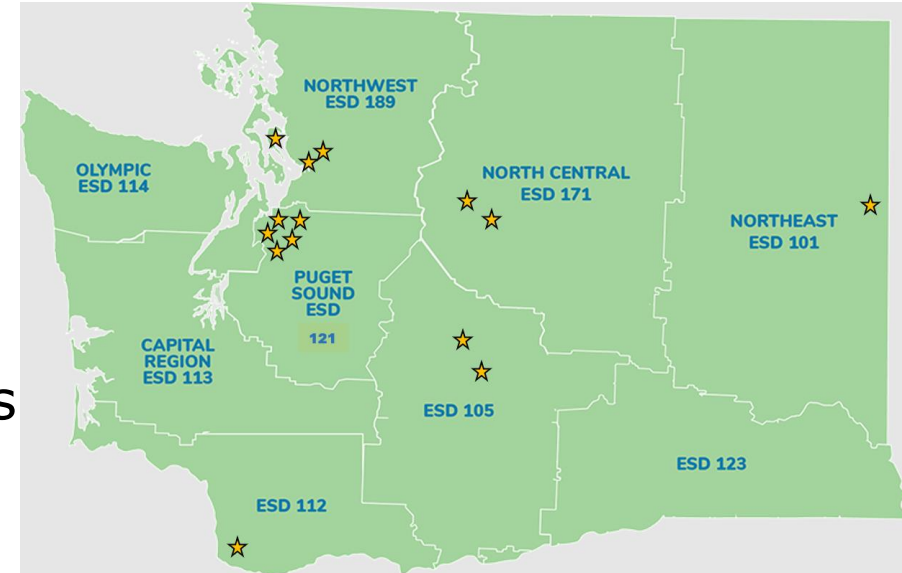
Inclusionary Practices Technical Assistance Network (IPTN)

The IPTN is an intentional collective of technical assistance (TA) and support providers working together, in partnership with OSPI and WestED, to increase inclusionary practices for students with individualized education plans (IEPs) across Washington state.



Demonstration Sites Project Overview

- 15 demonstration sites across WA state.
- Demonstration sites:
 - Model inclusive school sites and districts
 - Showcase implementation of high leverage practices
 - Host visits to show practices in action
 - Increase equitable learning for all students





Inclusive education is a cultural shift.

We all have a role to play in dismantling barriers in order to create more inclusive schools.

We prioritize:

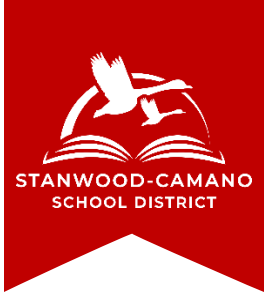
- Collaboration and diverse contributions to strengthen outcomes for all students.
- Asset-based approaches to organizational and systems change.
- Transformational change through sharing stories.
- Cycles of continuous improvement on the journey towards inclusive schools.
- Innovative leadership across our system.

Demonstration Sites Journey

Each site is on their own inclusive journey.

High leverage moves align to individual school cultures and priorities.

Increasing district scale and sustainability are critical for lasting impacts.



Meet our team



Robert Hascal
Exec Director of
Sped Services



Melissa Robertson
Director of
Sped Services



Tina Latvala
Special Education



Margaret Olson
Animal Science



Mike
Washington
Principal



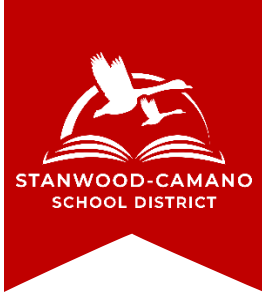
Alison Dickinson
Algebra 1



Rita Peterson
Special Education



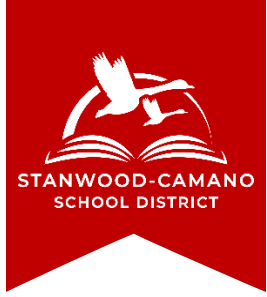
Cindy Ray
Special Education



District Promise!

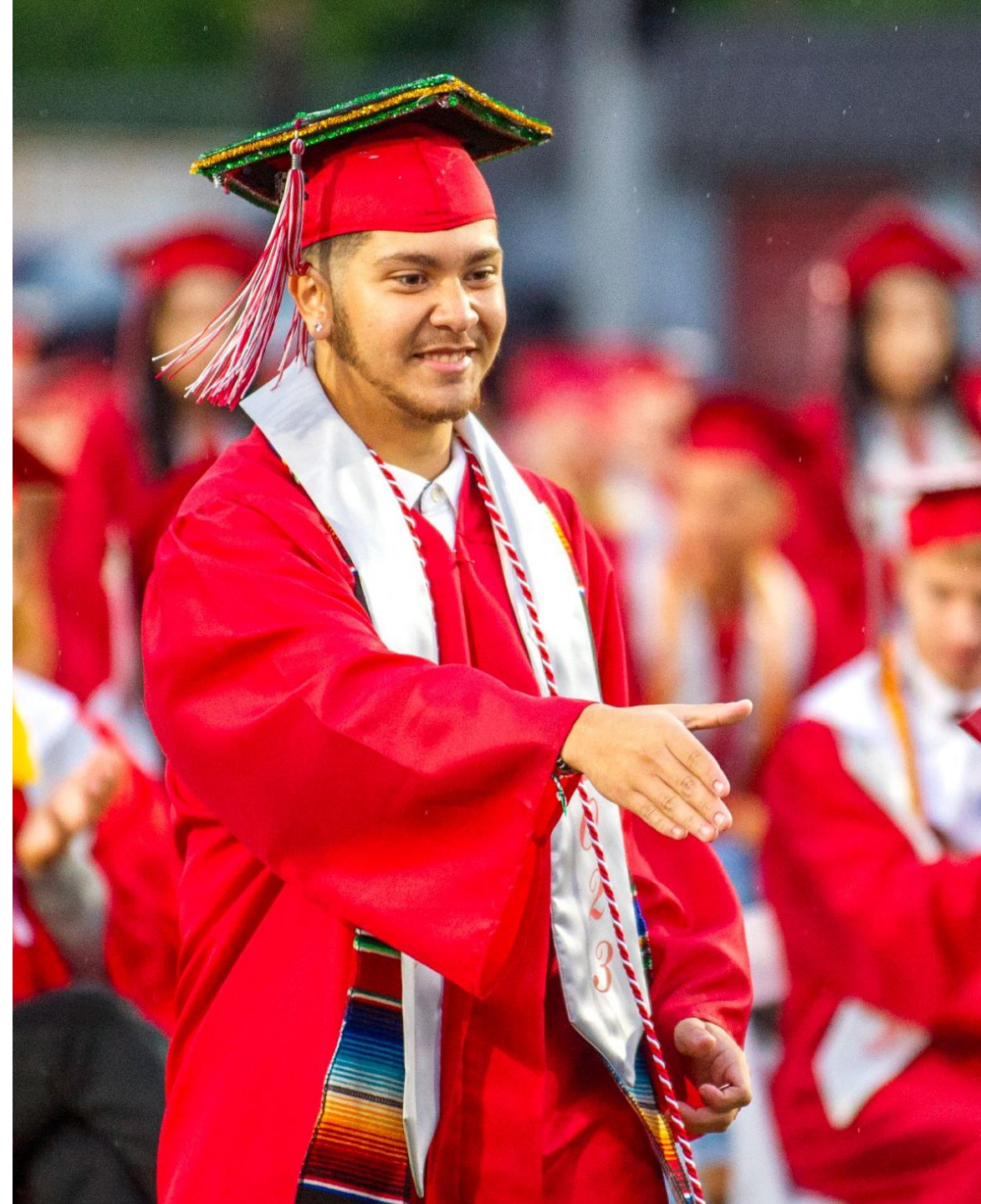
Every student in the Stanwood-Camano School District is empowered to learn in an inclusive setting and is prepared for the future of their choice!





Portrait of a Graduate

- College, Career, Life-Ready Graduate
- Effective, Collaborative Communicator
- Intellectual Innovator
- Resilient Scholar
- Responsible, Community-minded Citizen
- Solution-Seeker

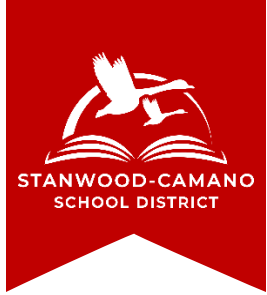




Stanwood High School

www.stanwood.wednet.edu

- Highlights Inclusionary Practices of:
 - Tiered Supports
 - Co-teaching
 - Extra-Curricular



Annual Action Plan Centered around Inclusionary Practices

Strategies (staff will...)

Our school's teaching and learning strategies that will result in the attainment of our goals this year are:

Math: Staff will....

- Continue to create a culture where productive struggle is encouraged and embraced
- Provide explicit instruction; break concepts into manageable chunks on the problem-solving process and number sense
- Continue to provide opportunities for students to receive support outside of class

ELA/Literacy: Staff will ...

- Scaffold lessons and assignments building toward larger tasks to help students sustain efforts

MTSS: Staff will...

- Staff will use multiple Tier 1 strategies to support individual learning strengths and needs
- Staff will understand MTSS and tier supports.

MTSS: Staff will...

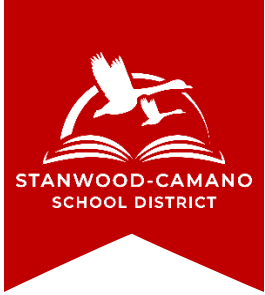
- Identify two specific strategies that they feel comfortable incorporating in their classroom to build rapport with students and create a positive classroom culture



Who We Are!

- 1,367 total students
- 1.5% American Indian/Alaskan Native
- 2.4% Asian
- 1.6% Black/African American
- 13.8% Hispanic/Latino
- 0.4% Native Hawaiian/Other Pacific Islander
- 75.1% White
- 1.7% McKinney-Vento
- 13.2% Students in Special Education
- 31.3% Low-income
- 3.0% Multilingual Language Learners





Why Inclusion?

- All students deserve to learn and contribute to our school community
- We wanted to find meaningful ways for all students to learn alongside their peers
- We were increasing Least Restrictive Environments to support student learning needs



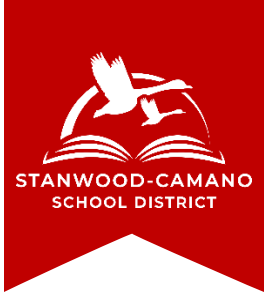


High Leverage Moves

- Coalition of the willing
- Intentional Pairings
- Freeing up FTE
- Focus on 9th grade / High Need Classes

Ninth graders who end the year on track are four times more likely to graduate. It is a stronger indicator of future graduation than race, ethnicity, poverty, or test scores (Network for College Success).





Stanwood High School Inclusion Timeline

2021-2022

Starting Point

August 22 Summer Leadership Institute

Self Contained Classes - 17

2022-2023

6 "Inclusionary" periods

1 co-taught class

District move to reducing SDI

Sehome HS Demo site visit

Self Contained Special Education Classes - 13

2023-2024

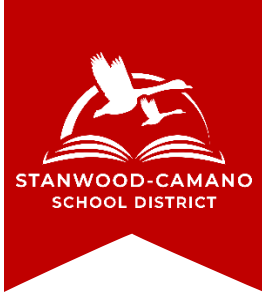
Co-teaching training

6 co-taught classes

Monthly meetings for support

Monroe HS Demo site visit

Self Contained Special Education Classes - 12



The Spartan Way #1: Tiered Supports

Tiered Supports

- Intentional use of MTSS strategies across all departments
- Additional support outside of class (monthly Math Nights, Spartan Success Saturday)

AAP Goals

- Goals are centered around inclusion and student success



Tiered Supports - Leveled Tests

Regular Leveled Test

Algebra 1 Chapter 1 Test

Name: _____ Period: ____

Show all work for full credit! Choose one question per row. The test is out of a total of 32 points.

Question 1 (3 points)

Solve the following equation for x.

$$3x - 1 = 17$$

Question 1 (4 points)

Solve the following equation for x.

$$5x - 2 - 7x = 10$$

Question 1 (5 points)

Solve the following equation for x.

$$\frac{1}{2}x + 9 - \frac{2}{3}x = 4$$

Modified Leveled Test

Algebra 1 Chapter 1 Test

Name: _____ Period: ____

Show all work for full credit! Choose one question per row. ~~The test is out of a total of 32 points.~~

Question 1 (3 points)

Solve the following equation for x.

$$x + 1 = 7$$

Question 1 (4 points)

Solve the following equation for x.

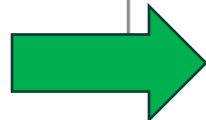
$$3x - 1 = 17$$

Question 1 (5 points)

Solve the following equation for x.

$$5x - 2 - 7x = 10$$

New more accessible
questions of the same
standard are added





Tiered Supports – Student Choice on Assessments

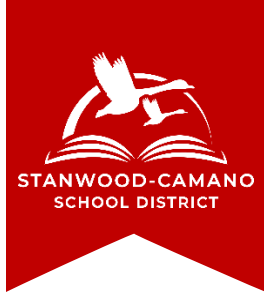
Algebra 1

6-3 Quiz

Name: _____

Choose any TWO problems to complete:

<p>A painting valued at \$500 gains value at a rate of 4% per year.</p> <p>Equation: _____</p> <p>How much will the painting be worth in 6 years?</p>	<p>A \$12,000 car loses value at a rate of 12% each year.</p> <p>Equation: _____</p> <p>How much will the car be worth in 10 years?</p>
<p>You invest \$1000 in an account earning 5% interest compounded monthly. How much money will you have after 7 years?</p>	<p>A population of 20 fish in a pond increases at a rate of 8% each month.</p> <p>Equation: _____</p> <p>How many months will it take before the population of fish is at 50?</p>



Tiered Supports – Student Choice on Guided Notes

1.3: Newton's 3rd Law

Definition

Newton's Third Law

Forces always Come in Pairs:
You Push on a Wall,
the Wall Pushes Back

A List of Action-Reaction Pairs:

-
-
-
-
-
-
-

Newton's 3rd Law

Newton's 3rd Law

Definition

Action - _____

For every action, there is an _____
+ _____ reaction

Newton's Third Law

Forces always Come in Pairs:
You Push on a Wall,
the Wall Pushes Back

A List of Action-Reaction Pairs:

-
-
-
-
-
-
-

Newton's 3rd Law

Newton's 3rd Law

What if Newton's 3rd Law Didn't Exist?

Rocket Thrust:

What if Newton's 3rd Law Didn't Exist?

Rocket Thrust:

Rockets

Thrust (reaction)

push off ground

Large force (action)

1.

2.

3.

How does it relate to our Mission to Mars?

How does it relate to our Mission to Mars?



9th Grade English Assessments

Assessments: Example of an accommodated quiz.

1. Why is Romeo sad at the beginning of the play? *

A. He just lost his best friend.

B. He cannot see his Juliet.

C. He just had an argument with his cousin Benvolio.

D. The girl he loves does not return his love.

2. Why does Friar Laurence agree to marry Romeo and Juliet? *

A. He hopes that it will help to end the feud between the families.

B. He doesn't like Paris, and doesn't think Juliet should marry him.

C. He is obliged by the laws of the church to marry anyone who asks him.

D. Romeo offers him a lot of money

1. Why is Romeo sad at the beginning of the play? *

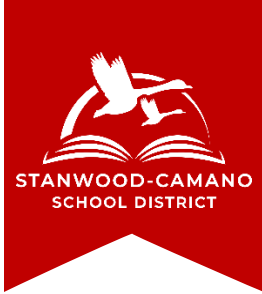
B. He cannot see his Juliet.

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2. Why does Friar Laurence agree to marry Romeo and Juliet? *

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Accommodations that work for all kids!

Education Das... Power to Learn - Te... Applying Bloom's Ta... NEA - Move Over S... The Reading Teache... Gluten Sensivity J.

No Fear Shakespeare – Romeo and Juliet (by SparkNotes) -1-

Original Text **Modern Text**

Prologue

Enter CHORUS *The CHORUS enters.*

CHORUS
Two households, both alike in dignity
(In fair Verona, where we lay our scene),
From ancient grudge break to new mutiny,
Where civil blood makes civil hands unclean.
5 From forth the fatal loins of these two foes
A pair of star-crossed lovers take their life,
Whose misadventured piteous overthrows
Doth with their death bury their parents' strife.
The fearful passage of their death-marked love
10 And the continuance of their parents' rage,
Which, but their children's end, naught could remove,
Is now the two hours' traffic of our stage—
The which, if you with patient ears attend,
What here shall miss, our toil shall strive to mend.

Exit *The CHORUS exits.*

Act 1, Scene 1

Enter SAMPSON and GREGORY of the house of Capulet, with swords and bucklers *SAMPSON and GREGORY, servants of the Capulet family, enter carrying swords and small shields.*

SAMPSON
Gregory, on my word, we'll not carry coals.

GREGORY
No, for then we should be colliers.

SAMPSON
I mean, an we be in choler, we'll draw.

GREGORY
Ay, while you live, draw your neck out of collar.

SAMPSON

SAMPSON
In the beautiful city of Verona, where our story takes place, a long-standing hatred between two families erupts into new violence, and citizens stain their hands with the blood of their fellow citizens. Two unlucky children of these enemy families become lovers and commit suicide. Their unfortunate deaths put an end to their parents' feud. For the next two hours, we will watch the story of their doomed love and their parents' anger, which nothing but the children's deaths could stop. If you listen to us patiently, we'll make up for everything we've left out in this prologue onstage.

SAMPSON
Gregory, I swear, we can't let them humiliate us. We won't take their garbage.

GREGORY
(teasing SAMPSON) No, because then we'd be garbagemen.


SAMPSON
What I mean is, if they make us angry we'll pull out our swords.


GREGORY
Maybe you should focus on pulling yourself out of trouble, Sampson.


SAMPSON


Shorter versions that use cartoon images and explanations.


Romeo and Juliet Nerdstudy: Act 1 Scene... Posted Feb 7

 Romeo and Juliet Summ...
YouTube video • 5 minutes

 Romeo and Juliet Summ...
YouTube video • 1 minute

 Romeo and Juliet Summ...
YouTube video • 1 minute

 Romeo and Juliet Summ...
YouTube video • 1 minute

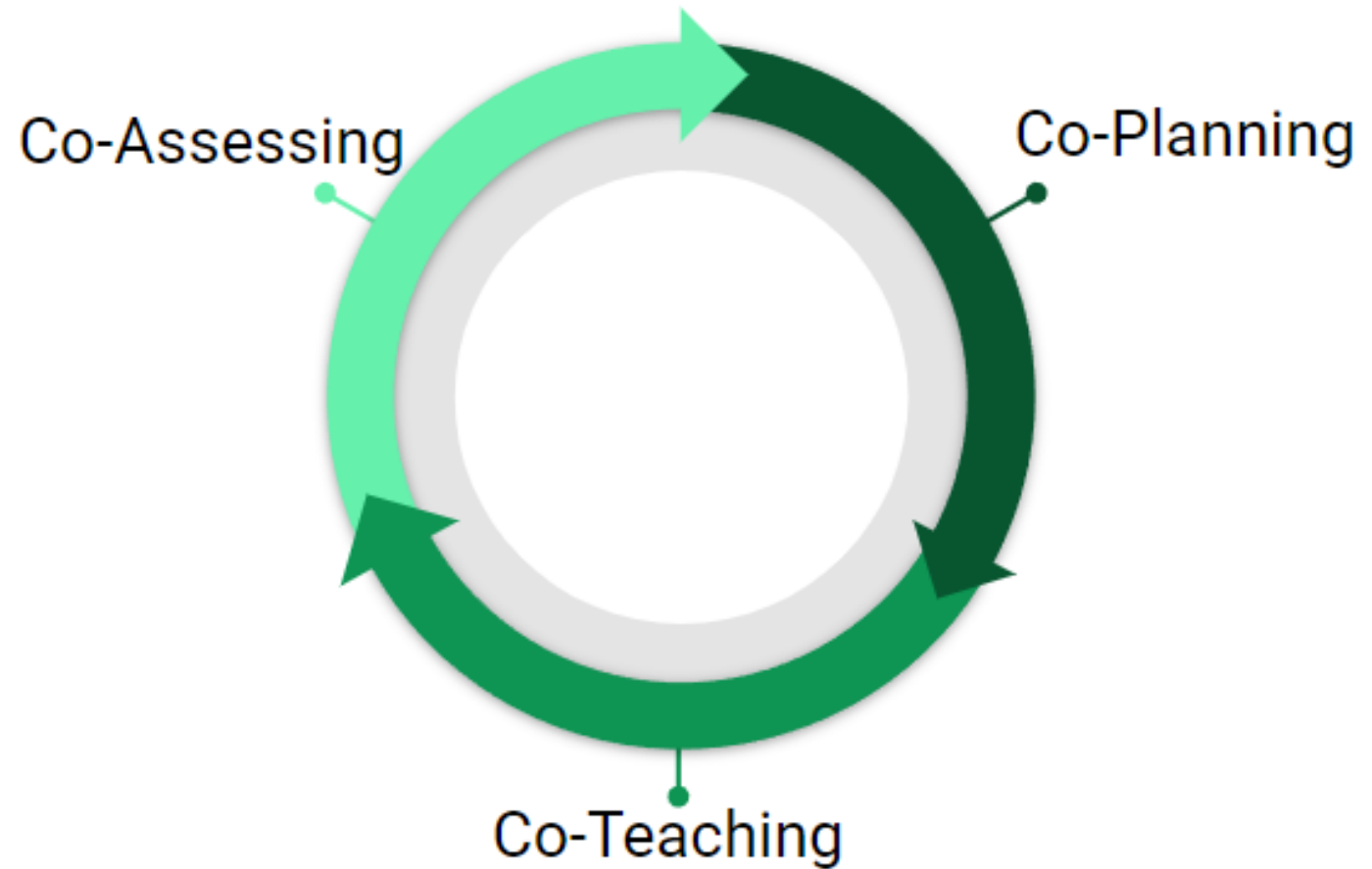
 Romeo and Juliet Summ...
YouTube video • 4 minutes

[View material](#)

The Spartan Way

#2: Co-Teaching

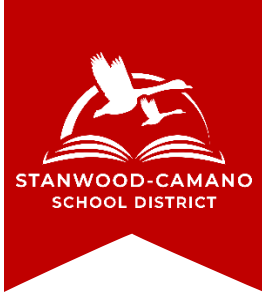
- **2023-2024 Classes**
- English 9
- Algebra 1
- World History
- Animal Science
- Health
- Science Explorations



Co-Planning

- Co-teachers have the opportunity to co-plan on a daily basis with the exception of one co-teaching team.
- Co-teachers have the opportunity to modify assignments for all students when needed, while providing content information from state standards.
- Co-teaching creates opportunities for both teachers prep time together that will enhance or specialize lessons.





Co-Assessing Benefits

- Analyzing assessments
- Knowing when to add additional support for students
- Having another person to provide ideas and support for assessing
- Working together on grading assessments
- Sharing with grading all assignments, tests, essays, and projects





What does it look like?

There are six co-teach models

Depending on the lesson being taught teachers vary the model to fit the lesson plan for the day.

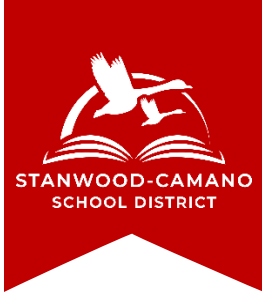
- 1. One Teach, One Observe
- 2. **Station Teaching**
- 3. Parallel Teaching
- 4. **Alternative Teaching**
- 5. **Team Teaching**
- 6. One teach, one assist
 - ***High Yield**



Stanwood Co-taught classes...click the links to watch a short interview.

- Health: [Ms. Amundson](#) and [Mrs. Gammell](#)
- 9th English: [Mr. Sims](#) and [Ms. Latvala](#)
- World History: Mrs. James and [Mrs. Gammell](#)
- Animal Science: [Ms. Olson](#) and [Mrs. Ray](#)
- Science Explorations: [Mr. Ingram and Mrs. Peterson](#)
- Algebra 1: [Mrs. Dickinson](#) and Mrs. Peterson
- [IEP accommodations attached](#)





Co-Teacher interviews

Ms. Amundson-
Co-Teacher 9th
Health Teacher
(with Mrs.
Gammel)

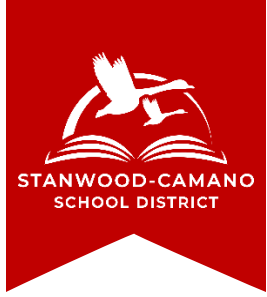




Co-Teacher interviews

Mrs. Gammell
Special Education
Co-teacher for
Health and History

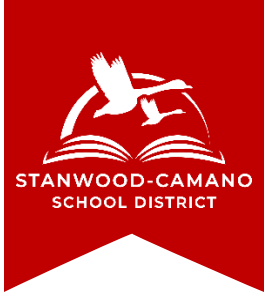




Co-Teacher interviews

9th English:
Mr. Sims &
Ms. Latvala





Co-Teacher interviews

9th English:
Mr. Sims &
Ms. Latvala





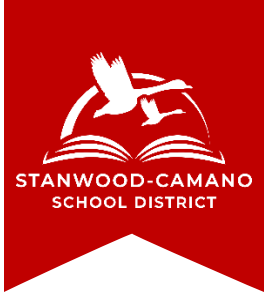
Co-Teacher interviews

Animal Science

Ms. Olson:

Mrs. Ray





Co-Teacher interviews

Animal Science

Ms. Olson:

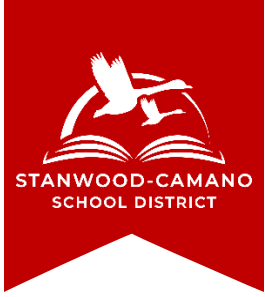
Mrs. Ray



Co-Teacher interviews

Science Explorations: [Mr. Ingram](#) and [Mrs. Peterson](#)





Co-Teacher interviews

- Algebra 1: [Mrs. Dickinson,](#)
- Mrs. Peterson

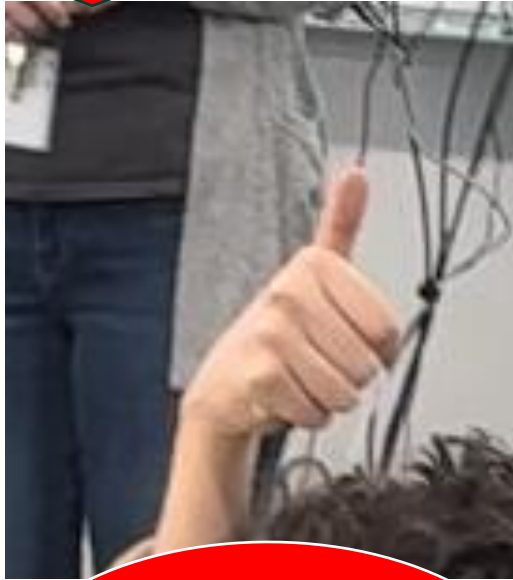


What do the students say about two teachers in the room?

"Better communication and better hands on help"

"One can monitor behavior and clarify, and they can help more students because there are two of them"

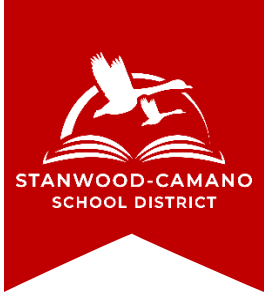
"An extra teacher to ask questions while the other ones busy"



"Help is accessible sooner"

"Teachers can help you quicker"

"The noise and distractions are controlled better cause one teacher can continue teaching while another talks to a student"



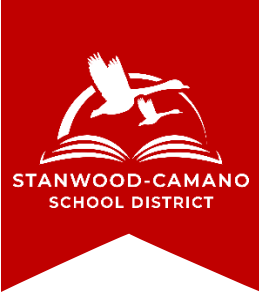
The Spartan Way #3: Extra Curricular Activities

Activities beyond the school day support development of the whole child.

Promotes

- Teamwork
- Academic Engagement
- Responsibility
- Social / Emotional Growth
- Physical Development





Extra Curricular Participation

- Art Club
- Aviation Club
- Baseball
- Basketball
- Cheerleading
- Chess Club
- Choir Club
- Cross Country
- Culinary Club
- Dungeons and Dragons
- Equity Club
- FBLA
- FFA
- First Priority
- Football
- German Club
- Golf
- History Club
- Jesus Club
- Journalism
- Key Club
- Knowledge Bowl
- Link Crew
- Math Help Club
- Millionaires Club
- NAGO
- National Art Honor Society
- National English Honor Society
- National Honor Society
- Powerlifting
- Productions
- Skills USA
- Soccer
- Softball
- Swimming
- Team Hope
- Tennis
- Theatre Guild
- Track and Field
- TSA
- Volleyball
- Wrestling





INCLUSIVE PRACTICES

Increasing Access and Belonging for Students with Disabilities

STAFF PROFESSIONAL DEVELOPMENT

Exploring definitions and models

ACCESS AND BELONGING

Providing exposure to peers; reviewing schedules and understanding scope of need

PRINCIPAL DEVELOPMENT

Intro to MTSS:
Conversations with Principals

STAFF PROFESSIONAL DEVELOPMENT

Investigating best practices and building capacity for growth

ACCESS AND BELONGING

Increasing opportunity across all programs and all levels; building awareness of needs

PRINCIPAL DEVELOPMENT

Training and discussion on Inclusive Practices. Creating initial structures for inclusive practices/ MTSS

STAFF PROFESSIONAL DEVELOPMENT

Building systems for access and belonging for all students

ACCESS AND BELONGING

Reviewing capacity for increased opportunities through individual teams

PRINCIPAL DEVELOPMENT

Deepening Tier 1 practices in Literacy & Behavior Pre-12. Service delivery models and practices to increase access and belonging.

STAFF PROFESSIONAL DEVELOPMENT

Increasing access and belonging to curriculum and peers for all students

ACCESS AND BELONGING

Building momentum based on data and gained input from all stakeholders

PRINCIPAL DEVELOPMENT

Tier 2/3 practices in Literacy & Behavior Pre-12. Deepening around belonging, access, and spaces.

STAFF PROFESSIONAL DEVELOPMENT

Continued work on UDL; Assessing needs for future PD

ACCESS AND BELONGING

Analyzing data and revising vision to determine next steps needed

PRINCIPAL DEVELOPMENT

MTSS review — collecting data and sharing results to determine next steps.

THE WHY

THE WHAT

THE HOW

THE HOW

THE FUTURE

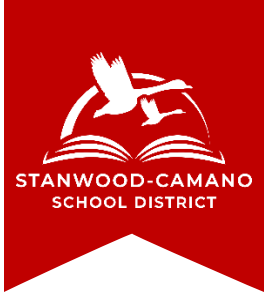
2021-22

2022-23

2023-24

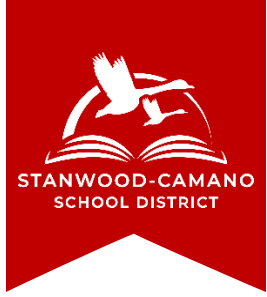
2024-25

2025-26



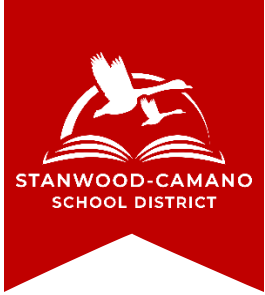
Continued Growth and Next Steps

- From 2018-2019 school year to 2022-2023 school year, # of students in 80%-100% LRE increased by 28.1% for 9th grade
- Dramatic increase in students participating in extra-curricular activities
- With early draft of master schedule up to five more sections of co-teaching or push-in instruction added
- Connection established with TIES center for high quality professional development around UDL



Thank you UW team!!

W HARING CENTER
FOR INCLUSIVE EDUCATION



Thank you
Stanwood
High School
and Stanwood
Camano SD



Resources and Artifacts

IPP Demo Sites Website

> Stanwood HS

<https://ippdemosites.org/demonstration-sites/high-schools/stanwood-high-school/>

> Inclusionary Practices Resources

<https://ippdemosites.org/resources-artifacts/>

Stanwood High School



[Stanwood High School](#) joined the demonstration site community in fall 2023. Stanwood High School, and district, have been refining systems to build upon and sustain inclusive practices. Stanwood HS promise statement reads, "Stanwood Spartans are united in cultivating character, modeling respect, teaching leadership, and connecting to the community." Focused on student outcomes, Stanwood High School began year 1 in their inclusive journey focusing on increasing co-teaching practices and an inclusive master schedule.