UW Demonstration Sites Inclusionary Practices Professional Development (IPP) Project

Stanwood High School and Stanwood Camano Island SD



UNIVERSITY of WASHINGTON





About the Inclusionary Practices Professional Development Project (IPP)

PUBLIC INSTRUCTION

Center for Strengthening the Teaching Profession (CSTP) **Inclusionary Practices Project Lead** Statewide Professional Development Educators: Education District School Local Families & Preservice Preservice Leaders: Leaders: School Support Students: Leaders: Educators: Board: Personnel AESD, AWSP, AESD. CCTS AESD, CLS CCTS, CLS CLS, SWIFT WASA WASA WEA, CCTS AWSP CEEDAR SWIFT WEA **University of Washington Haring Center** 3 TIES Center Collaboration for Inclusion of Students **Inclusionary Demonstration Sites** with Significant Cognitive Disabilities Inclusionary Practices LEA Pilot Sites Δ 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 Washington Office of Superintendent of

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
 - $\circ~$ 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.

ARING CEN

High leverage moves align to individual school cultures and priorities.

Increasing district scale and sustainability are critical for lasting impacts.



Meet our team



Tina Latvala Special Education



Robert Hascal Exec Director of Sped Services



Margaret Olson Animal Science



Alison Dickinson Algebra 1



Rita Peterson Special Education



Melissa Robertson Director of Sped Services



Mike Washington Principal



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, Communityminded 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

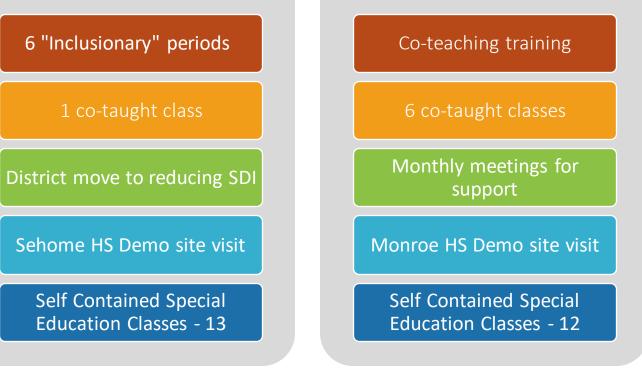
Starting Point

August 22 Summer Leadership Institute

Self Contained Classes - 17

2022-20)23
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2023-2024





The Spartan Way #1: Tiered Supports

Tiered Supports

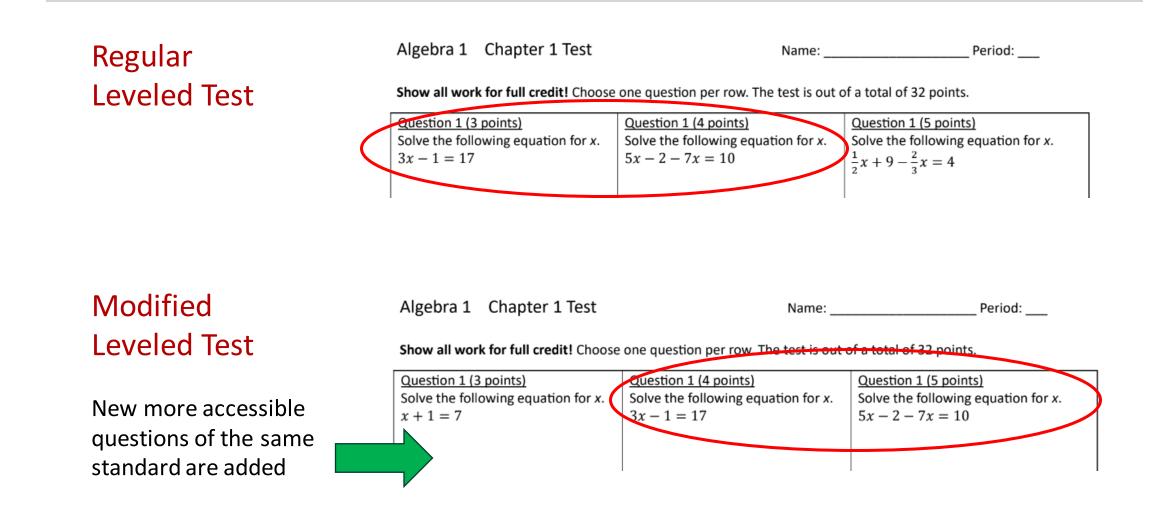
- Intentional use of MTSS strategies across all departments
- Additional support outside of class (monthly Math Nights, Spartan Success Saturday)

AAP Goals

 Goals are centered around inclusion and student success



Tiered Supports - Leveled Tests



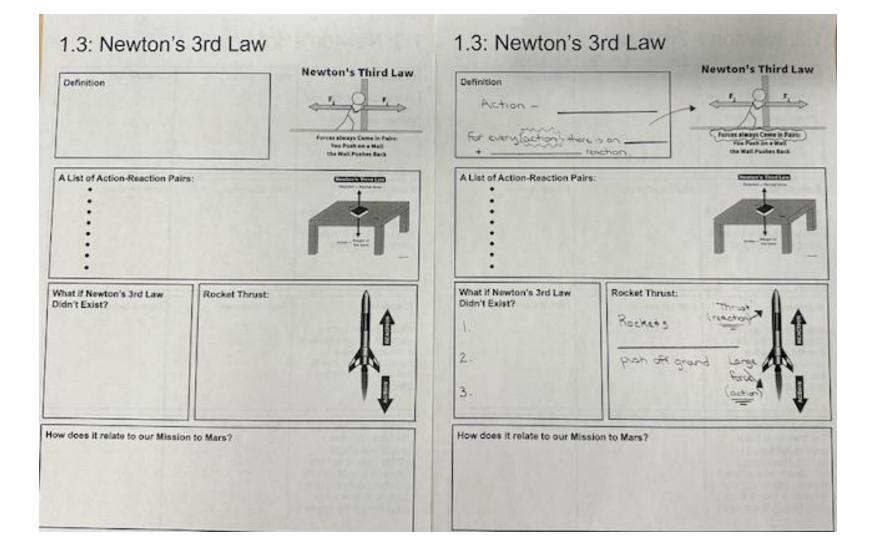


Tiered Supports – Student Choice on Assessments

Algebra 1	6-3 Quiz	Name:	
Choose any TWO) problems to complete		
A painting value of 4% per year.	ed at \$500 gains value	at a rate A \$12,000 year.	car loses value at a rate of 12% each
Equation:		Equation:	
How much will t	the painting be worth i	6 years? How much	n will the car be worth in 10 years?
interest compo	0 in an account earnin unded monthly. How m have after 7 years?	ch rate of 8%	ion of 20 fish in a pond increases at a each month.
			y months will it take before the n of fish is at 50?



Tiered Supports – Student Choice on Guided Notes

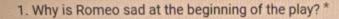




9th Grade English Assessments

Assessments: Example of an accommodated quiz.

::::



A. He just lost his best friend.

- O B. He cannot see his Juliet.
- C. He just had an argument with his cousin Benvolio.
- O 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.
- O 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.

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

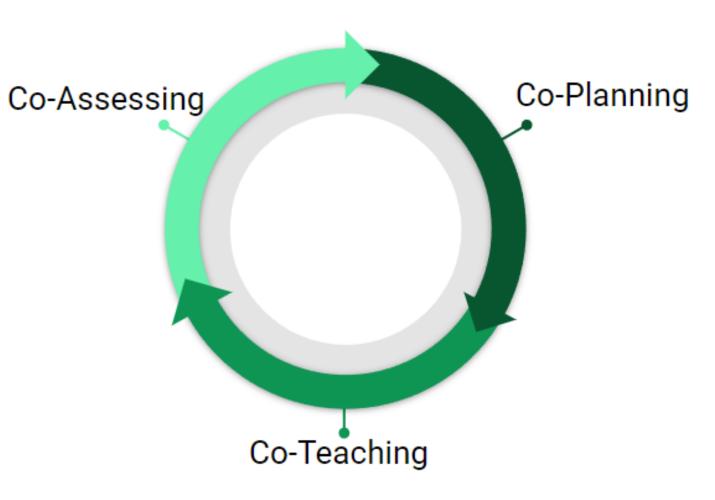


Accommodations that work for all kids!

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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



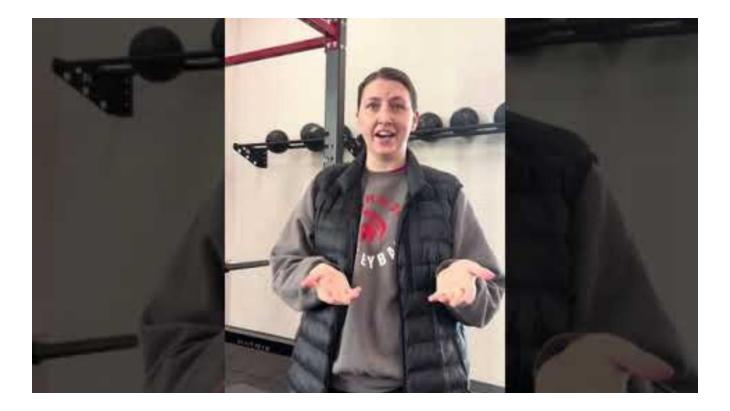
Stanwood Co-taught classes...click the links to watch a short interview.

- Health: Ms. Amundson and Mrs. Gammell
- 9th English: Mr. Sims and Ms. Latvala
- World History: Mrs. James and Mrs. Gammell
- Animal Science: <u>Ms. Olson</u> and <u>Mrs. Ray</u>
- Science Explorations: <u>Mr. Ingram and Mrs.</u>
 <u>Peterson</u>
- Algebra 1: Mrs. Dickinson and Mrs. Peterson
- IEP accommodations attached



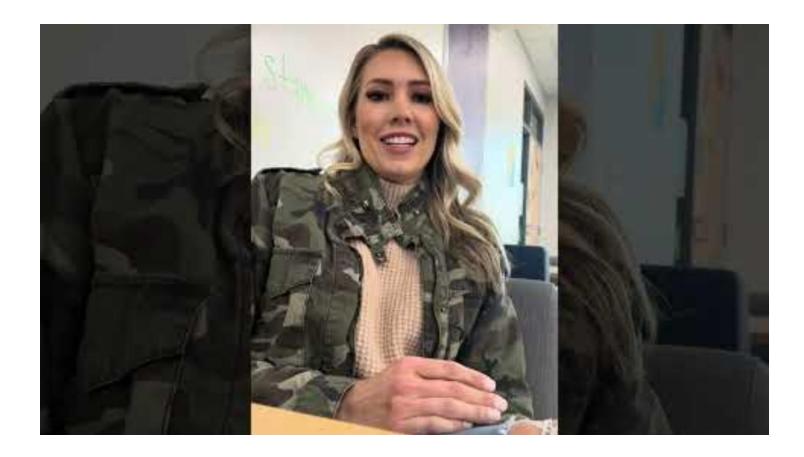


Ms. Amundson-Co-Teacher 9th Health Teacher (with Mrs. Gammel)





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





9th English: Mr. Sims & Ms. Latvala





9th English: Mr. Sims & Ms. Latvala



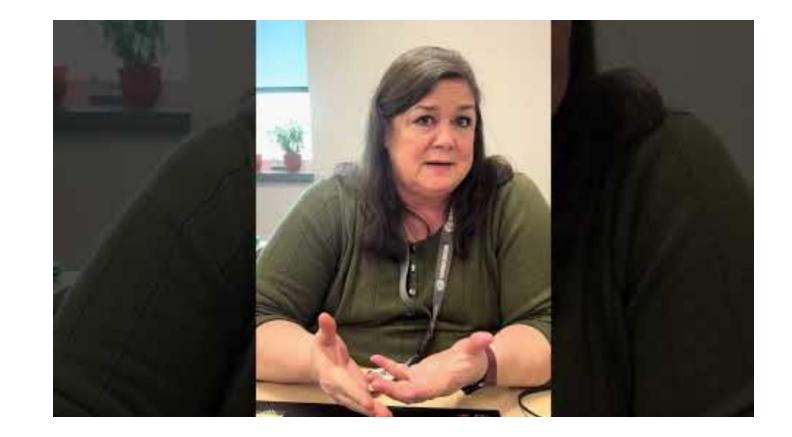


Animal Science Ms. Olson: Mrs. Ray





Animal Science Ms. Olson: Mrs. Ray

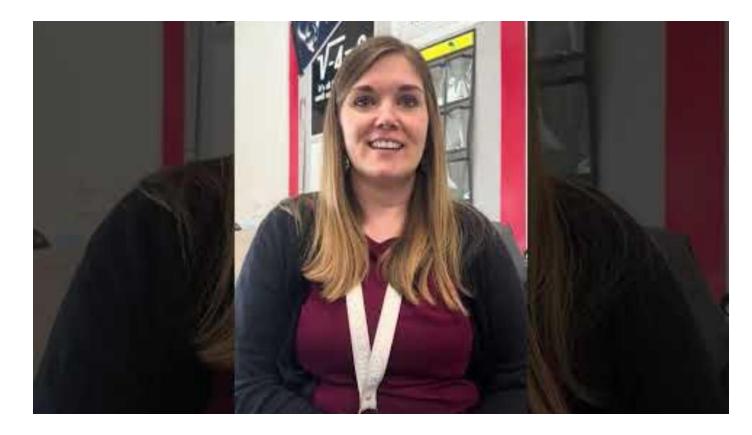


Science Explorations: Mr. Ingram and Mrs. Peterson





- Algebra 1: <u>Mrs. Dickinson</u>,
- Mrs. Peterson



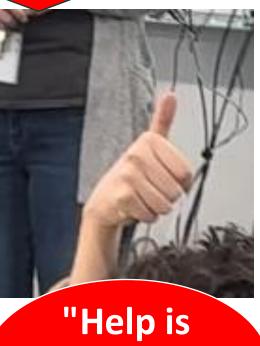


What do the students say about two teachers in the room?

"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"



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.

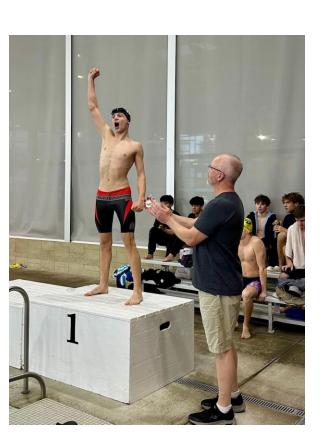
Promotes

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



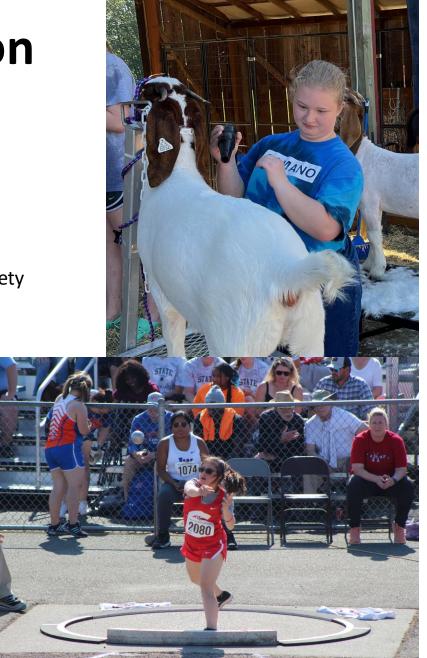


Extra Curricular Participation



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	STAFF PROFESSIONAL DEVELOPMENT Investigating best practices and building capacity for growth	STAFF PROFESSIONAL DEVELOPMENT Building systems for access and belonging for all students	STAFF PROFESSIONAL DEVELOPMENT Increasing access and belonging to curriculum and peers for all students	STAFF PROFESSIONAL DEVELOPMENT Continued work on UDL; Assessing needs for future PD
Providing exposure to peers; reviewing schedules and understanding scope of need PRINCIPAL DEVELOPMENT Intro to MTSS: Conversations with Princi- pals	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	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.	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.	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 extracurricular 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!!

WARING 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 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.