

# CENTRALIA MIDDLE SCHOOL PRESENTATION TEAM



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**UNDER CONSTRUCTION, BUILDING IT TOGETHER!**

# CENTRALIA MIDDLE SCHOOL IT TAKES ALL OF US!



**UNDER CONSTRUCTION, BUILDING IT TOGETHER!**

# CENTRALIA MIDDLE SCHOOL CENTRALIA SCHOOL DISTRICT

- [Link to Website](#)
- [Link to Facebook Page](#)



*Tigers ROAR*

*Respectful/Resilient Offer help to others Accountable Responsible*

# **CENTRALIA MIDDLE SCHOOL**

## **CENTRALIA SCHOOL DISTRICT**

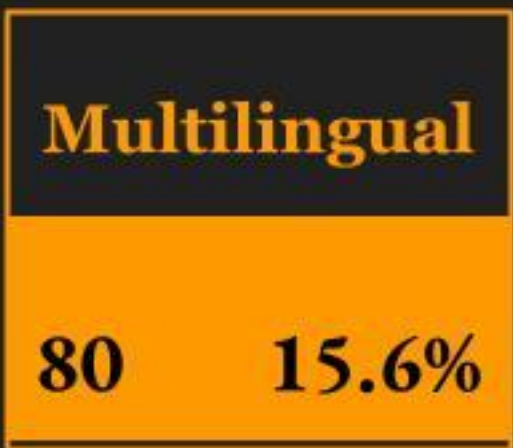


*Highlights Inclusionary and RREI Practices of:*

- **100% OF STUDENTS WHO QUALIFY FOR IEP/SDI TAKE CLASSES WITH THEIR GEN ED PEERS**
- **SPECIAL EDUCATION TEACHERS PUSH-IN TO GEN ED CLASSROOMS**
- **DIFFERENTIATION OF INSTRUCTION AND DEMONSTRATION OF LEARNING**
- **BEHAVIOR EXPECTATIONS AND SUPPORTS**



# CMS Student Basics - 480 Students



27.5 Teachers  
2 Counselors  
.5 Psychologist

2 Administrators  
3 Office Support  
11.5 Paras  
2 Custodians



# **WHY DID WE BEGIN TO LOOK AT OUR INCLUSIONARY PRACTICES? REDUCING RESTRAINT AND ELIMINATING ISOLATION PRACTICES?**

- Research demonstrates Restraint and Isolation are not effective practices and creates more trauma – for students, staff, and families
- Change was (is) necessary to meet the needs of our students
- Students deserve to be with their peers and to experience all the learning opportunities our school has to offer

# HISTORY



- What are personal and/or professional WHYs?

Students learn at higher rates when they are with their Gen Ed peers

Teacher belief directly impacts levels of learning

Our students deserve the same opportunities that we want for our own children

- When did your school and/or district start journey to more inclusive schools?
- 22-23 School year we removed isolation booths.
- Our school made a major shift 2023-24 School year to placing all students in Gen Ed classes, with most in Gen Ed classes over 80% of their day. The journey did start before that with education and opportunities for our staff.

# HISTORY CONTINUED



- Why did we begin to look at practices?
- Students were coming to our school from elementary schools needing 30 minutes of pull-out support twice a week according to IEPs and they would enter middle school and be placed in classes 50 min a day every day. Some students didn't have the opportunity to take any exploratory classes. Because of this, we reviewed what our students really needed and how to meet those needs outside of the restrictive bell schedule. We got creative and worked together to implement change.
- What did we find that prompted systems change and cultural shifts?
- Teachers believing students needed opportunities with their peers; desire for students to experience exploratory classes
- Data supported the change. Students on IEPs in Gen Ed classes increased at higher rates of learning than their Gen Ed peers
- Training in CPI focusing on de-escalation techniques
- Student Voice! Students can tell you what they want and what they need!
- School-wide expectations: Discipline in Secondary Classrooms (CHAMPS)





# HIGH LEVERAGE MOVES

- Leadership moves
- Removal of Isolation Booths
- Master Schedule Development with clustering for Multilingual and for students on IEPs in Gen Ed Classes; Students with these specific needs are scheduled first and support scheduled into those classes
- How team decided to get started
- SpEd Team worked to identify student needs and give groupings to the scheduling team
- The scheduling team built clusters of students; Schedule those students first with specific support scheduled for inclusion classes
- Staff Professional Development around inclusionary practices and clear WHY behind the change
- Build as we go!

# CMS JOURNEY



## Building Schedule

- Create clusters of students
- Schedule IEP and ML student first
- Align common planning for teams
- Create co-teach/plan sections
- Wednesday PLC time

## Collaboration

- Co-Teach/Plan and Assess ongoing PD
- Work with counselors to develop clusters and ensure students have access to all course offerings
- Develop flexible master schedule
- 7am SpEd Team PLC
- Grade level para support

## Opportunities for Improvement

- Professional development on differentiation of instruction
- Professional development on differentiation for demonstrating knowledge/understanding/learning
- Professional development for Co-Teaching
- Development on effective Para support / collaboration



# **INCLUSIONARY PRACTICE #1**

## **100% OF STUDENTS WHO HAVE IEPS TAKE CLASSES WITH THEIR GENERAL EDUCATION PEERS**

- Goal to have over 80% of their school day in General Education setting
- 100% of our students on IEPs have two (or more) General Education classes. This includes non-verbal, medically impaired students.
- 100% of resource students have a minimum of 4 of 7 classes with their GenEd peers
- What are next steps for refining practice and continued growth?
- Targeted professional development on differentiation

### **Instruction**

### **Demonstrate learning / knowledge**

- UDL professional development will help our school with these steps

# **INCLUSIONARY PRACTICE #2**

## **SPECIAL EDUCATION TEACHERS PUSH-IN TO GEN ED CLASSROOMS**



- Special Education Teachers "push-in" to GenEd classrooms to provide services to Special Education students
- Special Education Teachers only teach one resource class, they spend 5 periods a day in GenEd classes supporting students
- What are next steps for refining practice and continued growth?
- Ensuring that students are receiving needed SDI ; doesn't have to be the SpEd Teacher
- What if a student doesn't need SDI? How do we evaluate and determine when an IEP is no longer need, even when students are below grade level?
- Co-Teach Training for Special Education and GenEd Teachers

# INCLUSIONARY PRACTICE #3

## DIFFERENTIATION



- Differentiation is the intentional delivery of instruction and opportunity to learn in a variety of ways. For example, being able to read independently or have an article read to you.
- Differentiation is also intentionally planning for, and allowing, students to demonstrate their understanding and learning in a variety of ways. For example, writing an essay, sharing a powerpoint, or verbally sharing knowledge.
- What are next steps for refining practice and continued growth?
- This is an area that will help take our practice to the next level. As staff learn more about opportunities for differentiation, and we allow time to collaborate and develop lessons, differentiation will be more robust throughout our school. Many staff are unsure what is "OK" to provide and maintain high expectations that ensure students are achieving mastery of Common Core Standards / Washington State Academic Standards.

# INCLUSIONARY PRACTICE #4



## SCHOOL WIDE BEHAVIOR EXPECTATIONS

- Discipline in the Secondary Classroom -  
School wide behavior expectations and practices: **CHAMPS**
- Restorative conversations when a student is removed from class
- Partner with families when students struggle : Student practice of expectations – student created videos for practice
- When a student is removed from school: Family meeting with the superintendent; Student selects a service project to complete
- Recognizing Students Doing What's Expected
  - REWARD DAYS – AttenDANCE; End of Term – Movie, Bowling, or Roller Skating;
- What are next steps for refining practice and continued growth?
- Increase and intentionality of T2 and T3 behavior interventions; increase home partnerships. Add support classes for parents: Social Media; Behavior Expectations



## Inclusionary Practices

“Our inclusion model is attempting to align student goals with the curriculum of general education. While specially designed instruction meets the student where they are, great care is given to align those needs to fit grade level expectations so that students are not only receiving a greater portion of their SDI in general education, but students are achieving their goals through practical application of skills alongside their peers. When this occurs both special education and general education benefit. Re-thinking our inclusion model has also allowed the team to harbor students in resource rooms while we shore up their skills to ready them for more inclusion next year and into high school.

District testing is wrapping up this week and preliminary numbers are showing higher than typical growth achievement for our students in both reading and math. We are excited to analyze the data to validate our hard work.” *Barret Daniels ~ CMS Resource Teacher*



# iReady Students With IEPs Growth & Celebrations!

	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	
	<b>MATH</b>		<b>READING</b>			
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 7	Overall	67%	39%	30%	9%	42%
Grade 7	Yes - Special Education	162%	73%	67%	27%	73%
Grade 7	No - Special Education	50%	33%	23%	6%	36%
Grade 8	Overall	59%	43%	25%	10%	40%
Grade 8	Yes - Special Education	104%	50%	40%	11%	50%
Grade 8	No - Special Education	53%	42%	23%	10%	39%





# BEHAVIOR CELEBRATIONS

- 23-24 to 24-25 School Year: First 3 months
- Decrease of 121 (-38%) classroom referrals
- Decrease of 26 (-43%) hallway referrals
- Decrease of 16 (-36%) school grounds referrals
- Decrease of 9 (-50%) rest room referrals
- Restraint and isolation is simply not part of our practices. Restraint has only been used to protect a student from physical harm. Isolation is not used.

# INCLUSION CELEBRATIONS!

- 17 of 27 eighth grade and 15 of 29 seventh grade resource students have 100% of their school day in GenEd classes
- Passing classes
- Demonstrating academic and behavioral growth
- Exploratory opportunities



# CONTINUED GROWTH AND NEXT STEPS

- Celebrations

Student advocacy and voice – change of mascot and school colors

Family/community engagement – PoMSS parent group

- What is school site continuous growth and next steps?

Professional Development on Inclusionary & Differentiation Practices:

Instruction and student demonstration of learning; UDL

Co-Teach Training

Collaborative lesson development with embedded differentiation

# Thank You, CENTRALIA MIDDLE SCHOOL!



# Demonstration Sites at UW Haring Center for Inclusive Education

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[Centralia District Page](#)

[Centralia Middle School](#)

For more information and resources:  
<https://ippdemosites.org/>

- School recordings
- School artifacts
- Inclusive resources
- Tip sheets

