

A Monroe High School Story



BACKGROUND

Monroe High School and Monroe School District joined as an IPTN Demonstration Site District in 2023. Their work focuses on schoolwide inclusion for all, highlighting Collaborative Teams, Co-Planning, professional learning communities (PLCs) and an Inclusive Master Schedule as core strategies—all aimed at ensuring every student has access, support, and a sense of belonging.

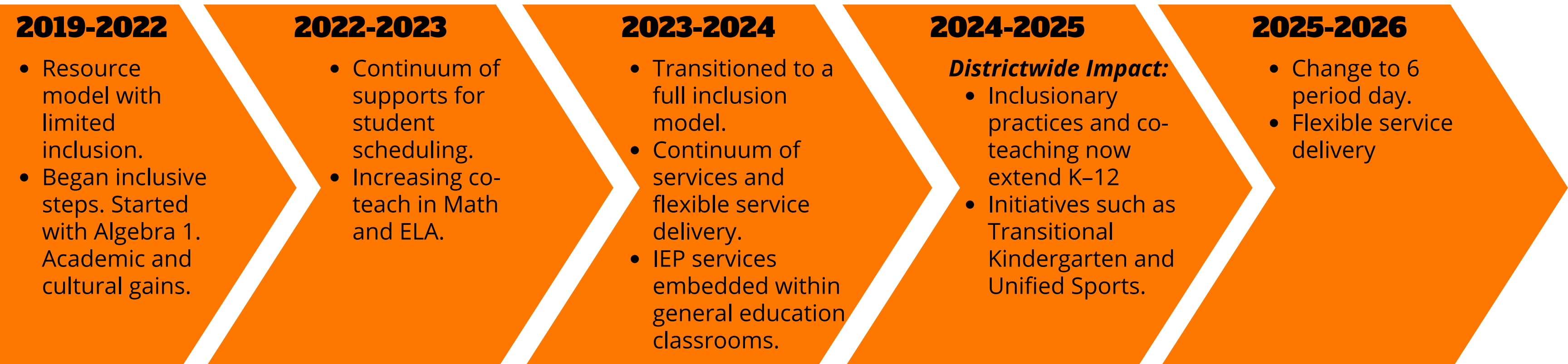
Monroe High School serves a diverse student population that reflects the district’s commitment to equity and inclusion. The school community is composed of 56% White, 32% Latino, and 7% students of two or more races. Twelve percent are Multi-Language Learners, fifteen percent receive services through Special Education, thirty-nine percent qualify for free or reduced lunch, and five percent qualify for McKinney-Vento services. Since 2019–20, the school has seen an increase in multilingual learners and students experiencing poverty, reinforcing its focus on inclusive and equitable practices.

MISSION & VISION

Monroe High School believes “*All means ALL.*” Their vision centers on dismantling barriers and creating a culture where every student is valued and supported. They emphasize collaboration and shared responsibility for student success, applying asset-based and strength-focused approaches to continuous schoolwide improvement. Through reflection, innovation, and partnership, Monroe High School aims to ensure equitable access and meaningful learning opportunities for all students.



MONROE HIGH SCHOOL’S TIMELINE





INCLUSIVE PRACTICE: COLLABORATIVE TEAMS

- Function as a Professional Learning Community (PLC) grounded in the belief that all students can learn.
- Focus on data-driven collaboration using the four key PLC questions.
- Establish standards-aligned IEP goals to ensure equity in expectations and outcomes.
- Special education teachers serve as full members of instructional teams.

INCLUSIVE PRACTICE: CO-PLANNING

- Allocates **dedicated time** for general and special educators to plan instruction together.
- Ensures both teachers share leadership during instruction.
- Identifies multiple ways students can demonstrate understanding of essential standards.
- Strengthens proactive differentiation and accessibility.



INCLUSIVE PRACTICE: INCLUSIVE MASTER SCHEDULE

- Structures the school day to support co-teaching and access to general education for all students.
- Aligns scheduling with the continuum of services, ensuring flexibility and support without segregation.



NEXT STEPS

Monroe High School continues to deepen inclusion through expansion of Structured Learning Center (SLC) inclusion within general education settings, development of Tier 1 support systems and FLEX time, and increased access to elective and extracurricular opportunities for all students. The school is advancing first-year co-teaching models and implementing new, standards-aligned curriculum to further strengthen instructional equity and collaboration.

To learn more about Monroe High School Demo Site, see below:

