

**Middle School Inclusion Plan
2009/2010**

Themes	Current Status	Goal	Actions	Responsible	Measures
Celebrating the Success of All Students	<p>School wide: Created “On-a-Roll” award for students increasing GPA</p> <p>Created recognition awards for specific categories to include all cultures and abilities.</p> <p>Increased use of TV for recognition</p>	1. Students are recognized and connected.	<p>1. Create grade level student recognition for student success beyond academics</p> <p>2. Create a “positive” board for school wide comments from students/faculty</p> <p>3. Each house will recognize every student at least 1x/year</p>	<p>Principals</p> <p>Principals</p> <p>House teachers</p>	Increased student connectedness as measured by school connectedness plan
Creating a School-Wide Culture	<p>Increased visual representation of different cultures across building</p> <p>Developed and implemented two cultural activities for faculty each year</p> <p>Developed and implemented two cultural activities for students each year.</p> <p>Embedded different cultural perspectives into teaching to include two perspectives</p>	2. Involve all learners/all cultures	<p>1. Have school-wide themes each year that faculty can be included and a part of. Relate to assemblies and other events.</p> <ul style="list-style-type: none"> ▪ global perspective ▪ cultural understanding ▪ recognition of each country represented in the school. <p>2. Implement team building activities among faculty</p>	<p>Principals and teachers</p> <p>Principals</p>	<p>Number of cultures represented</p> <p>Faculty cultural competence</p> <p>Diversity task force minutes</p>

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			3. Establish focus groups for minority students to identify present issues	Principals	
	<p>Language Arts teachers at 6th/7th had students write a letter to next year's faculty indicating needs/preferences/learning styles</p> <p>Student led conferences</p>	<p>3. Facilitate opportunities for self advocacy to ensure:</p> <ul style="list-style-type: none"> • Students get what they need • Faculty and students accept individual differences as asset • Differentiation occurs 	<p>1. Add differentiation component to inclusion institute for 09/10</p> <p>2. Involve student and parent in conferences/problem solving during grade level meetings</p> <p>3. At the beginning of each year teachers will ask students to reflect and write about how they learn, tell their story and what their interests are.</p>	<p>Director of St. Svs./Faculty Development</p> <p>Principals/Teachers</p> <p>Teachers</p>	<p>Conference agenda</p> <p>Goal Plans</p> <p>Meeting agendas</p> <p>Differentiation/grades</p>
Implementing Effective Co-teaching:	<p>Co-teaching teams and interested others observed co-teaching experiences in other buildings/levels.</p> <p>All SE faculty co-taught at least one period.</p> <p>Co-teaching teams included cross curricular teams.</p>	4. Provide common opportunities for faculty collaboration	<p>1. Paid planning time before school year begins</p> <p>2. Establish a common prep time or flexible scheduling with SE faculty and/or electives</p> <p>3. Give opportunities for individuals to see co-teaching in action</p>	<p>Co-Teaching teams; Program Manager; Principals</p> <p>SE/RE faculty; Program mang., Principals</p> <p>RE teachers; Principals</p>	<p>Summer curriculum projects submitted</p> <p>Schedules/lesson plans</p> <p>Site visits shared with faculty at grade level meetings</p>

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	<p>Educational assistants were trained to work in inclusive settings</p> <p>All co-teaching teams had at least one common planning period each week.</p>		<p>4. Develop flexible teaching models and roles for teachers in co-taught settings.</p> <p>5. All SE faculty will co-teach at least one period.</p>	<p>Program manager</p> <p>Program Manager/Principal</p>	<p>Observations</p> <p>Master schedule</p>
Developing Interdisciplinary Collaboration	Integrated curriculum across the content areas at least 1x/year.	Co-Teach across the content areas	<p>1. Creative scheduling as needed. Flexible block when possible</p> <p>2. More team time to include SE and resource teachers as team members</p> <p>3. District level expectations established for all faculty to encourage interdisciplinary instruction</p>	<p>Principals/Teachers</p> <p>Principals, Program Mang.</p> <p>ADA Instruction; Principals.</p>	<p>Lesson plans</p> <p>Schedules</p> <p>Action Plan</p>
Establishing Active Learning Environments			<p>1. Active use of technology for writing and research in all curricular areas</p> <p>2. Peer mentors/tutors</p> <p>3. Increase active student participation in classes,</p>	<p>Teachers/ Principals</p> <p>Principals/ CARE team</p>	<p>Technology inventory/Lesson plans</p> <p>RTI strategies</p>

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			4. Ensure bell to bell teaching		
Implementing Successful Evidence-Based Instruction			1. Reading classes established at ea. Grade level 2. Create literacy task force	C&I; Principal C& I	Master schedule Task force agendas/schedule
Improving Grading and Student Assessment			1. Consistent Standards based reporting for academic and work habits 2. Common assessments across grades/subjects	C&I; principals C&I; principals	Grading for Learning outcomes

Middle School 3-5 Year Inclusion Plan Projection

2012-2013

1. Increase number of opportunities to recognize by 10%
2. Increase number of students recognized each year by 25% from baseline
3. Identify different research models for including cultural perspective in teaching
4. Demonstrate cultural representation through curriculum/materials
5. Include parent notices in different languages
6. Facilitate multicultural parent group discussions
7. Incorporate student learning style letter into other areas such as Read 180, SE and others
8. Develop professional development strand for differentiation and co-teaching
9. Expand to new co-teaching teams (supplemental classes, reading teachers, and GE)
10. Expand models of co-teaching beyond one-teach/one support across all settings
11. Revise master schedule to secure daily common planning time for co-teaching teams
12. Develop a plan to meet student transition needs through looping 6/7; 8/9 that will include investigative research, various models, RE/SE faculty and administration.
13. Develop the 8/9 as a strong inclusive school with an action plan
14. Establish an instructional lab for SE and at-risk students school wide with assistive technology/universal access
15. Use webcams to allow more students access to instruction in selected settings (homebound, ISS, etc.)
16. Use of trained ELA teachers teaching reading
17. Progress monitoring tools in reading to establish instructional reading levels used to guide instruction

2014-2015

1. Recognize every student at least one time per year
2. Provide diversified school lunch options to represent cultures
3. Link differentiation to standards based report cards
4. All classrooms are co-taught (using all school resource faculty)
5. Team teach across the content areas
6. Provide community service/experiential education
7. Explore/implement web mentoring
8. Provide laptops in every room with assistive technology for any student
9. Provide flexible scheduling so students get what they need when they need it (fluid instruction)
10. Include social justice as part of curriculum
11. All students are included on fieldtrips/maximize opportunities
12. Offer courses at MS/HS in diversity/disability that leads to a mentor program

High School Inclusion Plan 2009-2010

Theme	Current Status	Goal	Actions	Responsible	Measures
Implementing Effective Co-Teaching	<p>06-07: Student Schedules drive the placement of co-teachers.</p> <p>07-08: 6 co-teaching teams with at least 2 hours of common planning time per week.</p> <p>08-09</p> <ul style="list-style-type: none"> • Try to keep co-teaching teams as similar as possible to this year (recognizing the impact the 9th Grade Plan may have on this goal). • Maintain at least 6 co-teaching teams with at least 2 hours of common planning time per week. • Provide training for teaching assistants on best practice in supporting general education classes. 	<p>09-10</p> <ul style="list-style-type: none"> • Provide teachers and support staff with teaching teams before the end of the 2008-09 school year. • Provide 1, 45 minute after school workshop for teachers on best practices for working with teaching assistants. • Provide 1, 45 minute after school workshop for assistants on providing support in the general ed classroom. • Provide training to teachers who are part of a teaching team but have not yet attended the Inclusion Institute 	<ul style="list-style-type: none"> • Create the 2009-2010 Support Team list and email it to all staff involved. • Set training dates for teachers and assistants (after school at least 1x during the year) • Create an effectiveness evaluation process the teams will go through annually. 	<ul style="list-style-type: none"> • Student Services Program Manager • High School Admin Team • Executive Director of Student Services 	<ul style="list-style-type: none"> • Common assessment of teamed classes. • Success of all students in supported classes. • Support team evaluations • Staff development evaluations

Theme	Current Status	Goal	Actions	Responsible	Measures
	<ul style="list-style-type: none"> Provide training for teachers on working with teaching assistants in their regular education classes. 				
Developing Interdisciplinary Collaboration	<p>06-07 Random assignment with strict parameters in the scheduling program.</p> <p>07-08 All ELL's, students with reading needs and students with IEPs were pre-scheduled, by hand.</p> <p>08-09</p> <ul style="list-style-type: none"> Continue to pre-schedule all students with IEP's, reading needs and English Language Learners. Include 1 school counselor in the hand scheduling process. 	<p>09-10</p> <ul style="list-style-type: none"> Continue to pre-schedule all students with IEPs, reading needs and English Language Learners. Monitor the process closely to avoid critical errors to the master schedule which undermine pre-scheduling work. Try to make sure that no teacher has more than 2 supported/teamed hours per day. 	<ul style="list-style-type: none"> Support discussion between ELL, reading and Special Ed staff. Provide "rules" to Lin R prior to building master schedule. Special ed staff will ensure students have selected appropriate courses by the end of the course change period. Hand scheduling team meets to schedule all ELL's, students with reading needs and students with disabilities. Counselors enter schedules. Add general student population. Resolve conflicts. 	<ul style="list-style-type: none"> Special Education Department Scheduling Team. Department representatives School counselors Hand scheduling team 	<ul style="list-style-type: none"> Fewer scheduling conflicts to resolve Everyone gets what they need. Fewer special ed, ELL and reading schedule changes for students throughout the year. Support schedules established before the end of the school year. Support evenly distributed among teachers within departments

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Establishing Active Learning Environments & Implementing Effective Co-Teaching	<p>06-07 One department has divided common planning time.</p> <p>07-08 Co-teachers have common planning time at least 2 days per week.</p> <p>08-09</p> <ul style="list-style-type: none"> • Co-teachers have common planning time at least 2 days per week. • Provide 2 Hrs of summer planning time for reg ed teachers & the staff (including aides) that will be directly supporting their classes 1st semester. • Provide 2 Hrs of planning time for reg ed teachers & the staff (including aides) that will be directly supporting their classes 2nd semester. 	<p>09-10</p> <ul style="list-style-type: none"> • August 5th Co-Teaching and Differentiation in the 6-12 classroom In-service • Offer a monthly after school 2 hour time for teams to plan, problem solve and ask questions • Provide teams two hours per semester to prepare for teaming • Twice a month email co-teaching teams helpful tips or things to think about as they work together 	<ul style="list-style-type: none"> • Create the August 5th In-service. • Share information about all teaming opportunities with teams prior to the end of the 08-09 school year. • Set the dates for the monthly meetings and communicate to teams prior to the end of the 08-09 school year. • Each team arranges their planning time and submits a time card to Executive Director of Student Services by the semester dates established. • Set the twice monthly email dates and collect the tips to be sent. 	<ul style="list-style-type: none"> • Student services program manager • Reg ed and spec ed teachers • Teaching assistants • Executive Director of Student Services • High School Admin Team 	<ul style="list-style-type: none"> • Common Assessment of co-taught classes. • Success of all students in co-taught classes. • Co-teaching team evaluations. • Review of meeting summary forms. • Staff development evaluations.
Implementing Effective Co-Teaching &	<p>08-09</p> <ul style="list-style-type: none"> • Lisa Dieker observed co-taught classrooms and noted that in 	<p>09-10</p> <ul style="list-style-type: none"> • Special educators take an active planning role in co-taught 	<ul style="list-style-type: none"> • Provide opportunities for co-teaching teams to work together to 	<ul style="list-style-type: none"> • Student services program manager • Regular ed and 	<ul style="list-style-type: none"> • Improved student outcomes in co-taught classes.

Theme	Current Status	Goal	Actions	Responsible	Measures
<p>Establishing Active Learning Environments</p> <p>&</p> <p>Implementing Successful Instruction</p>	<p>general we are not making the most of the 2 teachers in co-taught classrooms.</p> <ul style="list-style-type: none"> • Lisa Dieker also commented that we were not formally collecting daily data on student achievement and engagement in co-taught classrooms to the extent that we could be with two adults in the classroom. 	<p>classrooms whether it be planning for data collection, planning for the students who are failing or another area.</p> <ul style="list-style-type: none"> • When observing a co-taught classroom, the observer can clearly articulate the role of each teacher in the classroom. • During one identified unit of instruction, co-teaching teams will collect data on how student grades respond when teacher talk makes up no more than 25% of each lesson. • During one identified unit of instruction, co-teaching teams will keep data on how applying different models of co-teaching effects 	<p>establish roles and complete the planning needed to function and grow as a team (see above)</p> <ul style="list-style-type: none"> • Communicate data collection expectation to all co-teaching teams. • Provide support to teams as they engage in data collection • Provide opportunities for teams to observe each other to trouble shoot or gain inspiration/motivation. 	<p>spec ed teachers</p> <ul style="list-style-type: none"> • Teaching assistants • Executive Director of Student Services • High School Admin Team 	<ul style="list-style-type: none"> • Observation based data. • Co-teaching team evaluations (student and teacher).

Theme	Current Status	Goal	Actions	Responsible	Measures
		<p>student achievement.</p> <ul style="list-style-type: none"> • During one identified unit of instruction, co-teaching teams will study students who are struggling or failing the class to see what other supports they need and study students who are passing and identify what their patterns are for success. 			
<p>Establishing Active Learning Environments & Implementing Successful Instruction</p>	<p>08-09</p>	<p>09-10</p> <ul style="list-style-type: none"> • Data retreat: All special education teachers will complete data analysis of math and reading achievement levels for the students on their caseloads. • Contact teachers will set reading and math achievement goals for each student on their case load based upon trend line data for reading and math. 	<ul style="list-style-type: none"> • Provide teachers with necessary data. • Provide teachers with time to complete the data analysis and support if they struggle with the process • Provide teachers with assistance in setting appropriate goals for students. • Provide teachers with the task to complete relative to F-list analysis and support them in the 	<ul style="list-style-type: none"> • Student Services Program Manager • Special ed teachers • High School Admin Team • Executive Director of Student Services 	<ul style="list-style-type: none"> • Increased numbers of students demonstrating expected growth in math and reading on the MAP test. • Increased rigor based upon student goals in special education reading and math classes. • Reduced numbers of students with disabilities on the F-list.

Theme	Current Status	Goal	Actions	Responsible	Measures
		<ul style="list-style-type: none"> • F-List Data: Contact teachers and study hall supervisors will receive F-list data for each of their students quarterly which they will use to complete a task related to student achievement (ie: evaluate appropriateness of IEP goals, evaluate student attendance, student behavior, amt and quality of homework completion, use of study hall, and other barriers to learning, evaluate amt of contact had with student and quality of that contact). 	task completion.		<ul style="list-style-type: none"> • Fewer special education semester failures.
<p>Establish Active Learning Environments</p> <p>&</p> <p>Implementing Successful Instruction</p>	08-09	<p>09-10</p> <ul style="list-style-type: none"> • All students will be engaged, bell to bell, in a learning activity in special education study halls. • Students who do not have 	<ul style="list-style-type: none"> • Provide a list of activities students can be engaged in when work is complete for all study hall supervisors. Include warm up and wrap up 	<ul style="list-style-type: none"> • Student services program manager • Special education teachers and assistants • High School Admin Team 	<ul style="list-style-type: none"> • Observation based data • Decrease in behavioral referrals from study halls • Decrease in students with

Theme	Current Status	Goal	Actions	Responsible	Measures
		<p>homework to complete during a study hall will engage in skill remediation activities.</p> <ul style="list-style-type: none"> • Student behavior in special education study halls will not interfere with overall instruction and work completion. • Establish a study group to evaluate the effectiveness of our special education study halls. • Recommend specific improvements to be implemented during the 10-11 school year. • Develop an implementation action plan. 	<p>activity ideas, study strategies, reading and math practice, assistive technology instruction and practice, writing strategies, etc...</p> <ul style="list-style-type: none"> • Make sure each study hall supervisor has clearly established behavioral expectations for class and has appropriate tools to manage behavior. • Have behavior plans in place for students who repeatedly struggle in study hall. • Select group. Consider carefully the make up. • Set the meeting dates. Consider setting them 2 weeks apart so that we get this done in a timely fashion (consider scheduling timeline) 		<p>missing or late work</p> <ul style="list-style-type: none"> • Decrease in number of students on the F-list • Increase in student achievement in general education classes • More students report using technology to be more successful in their classes.

Theme	Current Status	Goal	Actions	Responsible	Measures
			<ul style="list-style-type: none"><li data-bbox="1056 160 1360 261">• Share findings with department and related staff.<li data-bbox="1056 305 1360 516">• Make sure assistive technology, the F-list, math and reading support are considered in this process.		

SPHS 3-5 Year Inclusion Plan Projection

2012-2013 (3 years out)

- Developing Interdisciplinary Collaboration
 - The scheduling process will automatically allow for students with needs to be pre-scheduled, natural proportions, and the establishment of co-teaching teams.
 - Most teachers will desire to co-teach or collaborate with others across curricula. Most teachers will not teach in isolation.
 - The high school will support all forms of collaboration. Collaborative structures will be consistent, logical, efficient and predictable from year to year.
 - Positive behavioral supports will be evident throughout the school.
 - Most classrooms will apply principles of differentiation to reach and challenge all students in the classroom.
- Implementing Effective Co-Teaching
 - Most co-teaching teams and support teams will independently find time for weekly common planning. They will also participate in all offered common planning and co-teaching staff development opportunities.
 - All members of co-teaching teams will have received training in the seven components of effective inclusive secondary schools and classrooms.
 - Most co-teaching teams will regularly apply the 5 types of co-teaching models to produce high outcomes for all students.
 - Both members of most co-teaching teams will be able to describe the learning profile of their classroom and the learning outcomes for all students.
 - Most co-teaching teams will be observed differentiating instruction for all units.
- Establishing Active Learning Environments
 - Most co-teaching teams will be observed using diverse instructional techniques to increase student engagement and achievement.
 - Most co-taught classrooms will be student-centered classrooms where teachers are aware of the various influences in students' lives and embrace the notion of students being at the center of their own lives and their own learning.
 - Most co-teaching teams will incorporate visual, auditory, procession, behavioral supports and alternative approaches to teaching in their daily lessons.
- Implementing Successful Instruction
 - Most co-teaching teams will use what they have learned from research and best practice to reach and teach students who may not have been successful in past learning environments.
 - Most co-teaching teams will use technology to help students access learning.
 - Most co-teaching teams will incorporate repetition, movement, laughter and the unique needs of the male and female brain into teaching practices.
 - Most co-teaching teams will regularly spend no more than 25% of each lesson on teacher talk (telling, asking, showing) and no less than 75% of each lesson with students engaged in doing or applying the concepts.
 - Most co-teaching teams will regularly keep and analyze data related to various aspects of student engagement and achievement.

2014-2015 (5 years out)

- The areas listed above for most classrooms will exist in all high school classrooms.