SWIFT

School-Wide Integrated Framework for Transformation

COSA Conference – Seaside, Oregon June 18-20, 2014

Martha Hinman, Redmond School District
Lisa Darnold, Oregon Department of Education
Desiree Margo, Lynch Elementary School
Jessica Meisenheimer, University of Kansas



Outline

- What is SWIFT?
- SWIFT Framework & Supporting Research
- Why SWIFT?
- Implementation Science
- Exploring SWIFT in Redmond
- Oregon's SWIFT Journey
- Lessons Learned at M.A. Lynch Elementary School



What is SWIFT?

Jessica Meisenheimer SWIFT, University of Kansas



Introduction to SWIFT

http://www.youtube.com/watch?v=ZR4rO0cxDs4& feature=youtu.be



SWIFT Center ...

- is the National Technical Assistance Center on Schoolwide Inclusive Reform
- Currently partners with five states to implement and scale up SWIFT framework

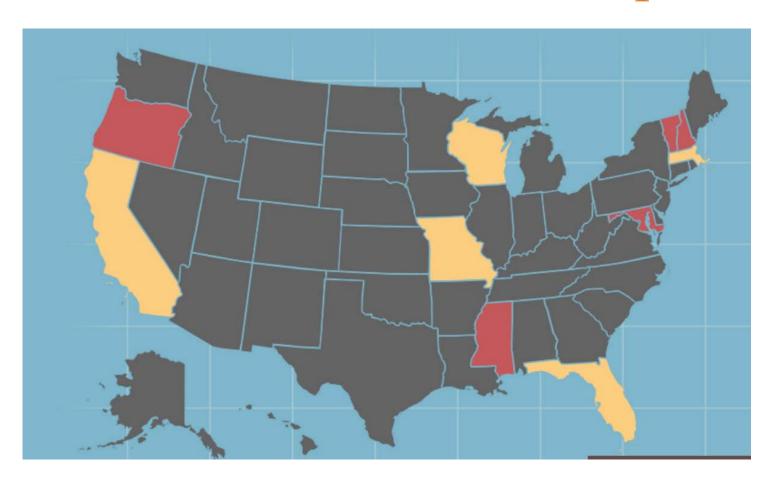


SWIFT Framework ...

- connects school, district, and state teams
- focuses on academic and behavioral support
- partners with whole community for positive learning outcomes
- builds on strengths



SWIFT's National Scope





SWIFT in Oregon



SWIFT Framework

Domains, Features, & Supporting Research



"Thirty years of research shows us that when all students are learning together (including those with the most extensive needs) AND are given the appropriate instruction and supports, ALL students can...

- Participate
- Learn
- Excel within grade-level general education curriculum
- Build meaningful social relationships
- Achieve positive behavioral outcomes
- Graduate from HS, college, & beyond."



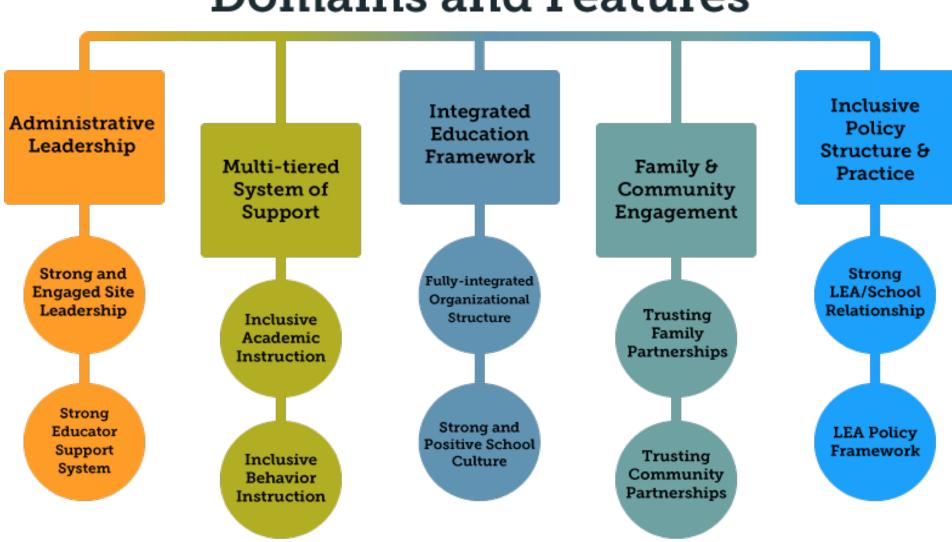
"According to the research, it takes ...

- Administrative Leadership
- Multi-Tiered Systems of Support
- Family and Community partnership
- An inclusive educational framework including organizational structure and school culture
- Policies and practices"





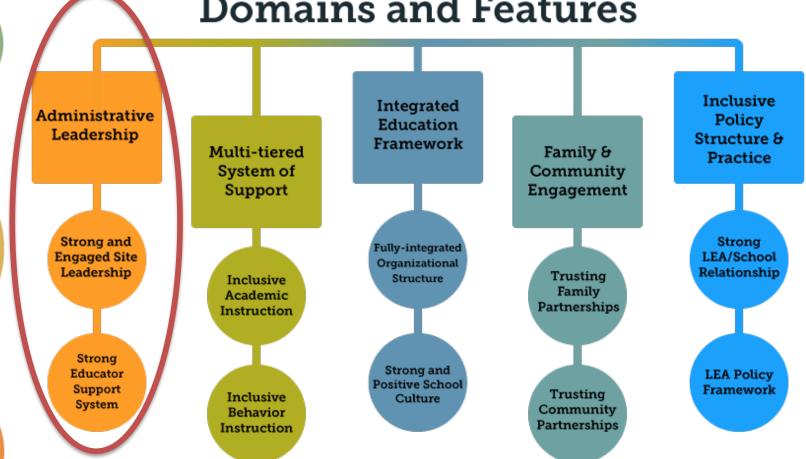
Domains and Features



Administrative Leadership



Domains and Features



Administrative Leadership

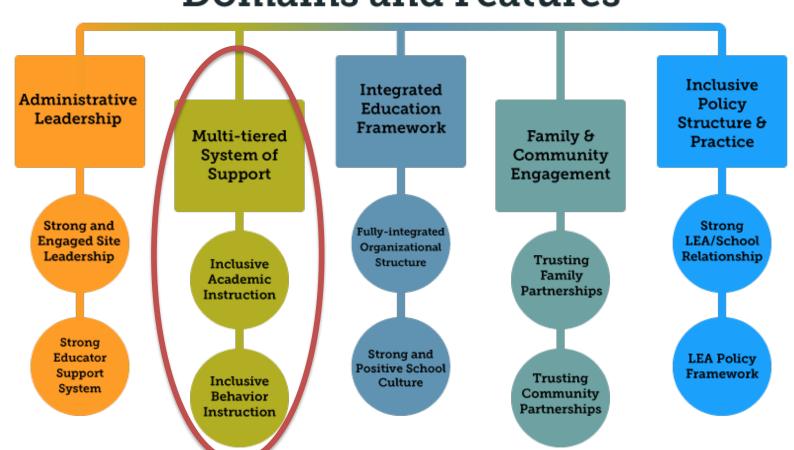
- Strong & Engaged Site Leadership
 - Key component for developing and sustaining inclusive school practice. (Ainscow & Sandhill, 2010; Waldron & McLeskey, 2010)
- Strong Educator Support System
 - Important characteristics of principals include caring for and investing in teachers, providing opportunities for distributed leadership, and protecting teachers from the pressures of high-stakes accountability. (Hoppey & McLeskey, 2010)



Multi-Tiered System of Support



Domains and Features



Multi-Tiered System of Support

• Inclusive Academic Instruction

 Use effective general education strategies with all students and increasing the level of support for some students based on needs identified through screening and progress monitoring. (Copeland & Cosbey, 2008; Sailor, 2009a, 2009b)

• Inclusive Behavior Instruction

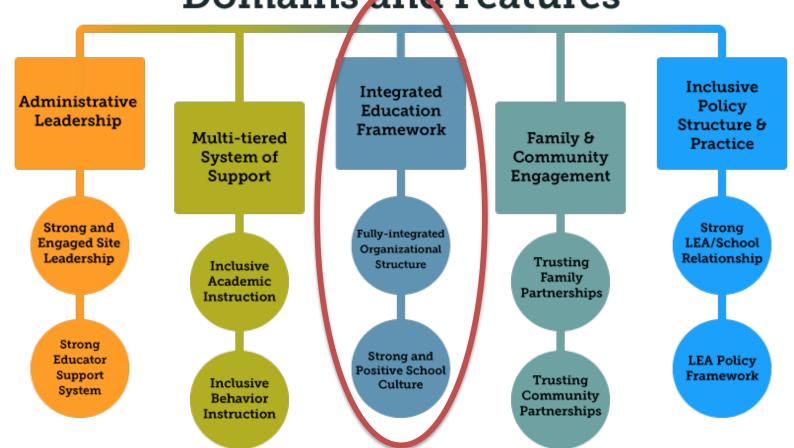
Implementing school-wide PBIS resulted in decreases in office discipline referrals, suspensions, and disruptive behaviors and increases in pro-social behavior. (Bradshaw, Mitchell, & Leaf, 2010; Sailor, Wolf, Choi, & Roger, 2009; Sailor et al., 2006)



Integrated Education Framework



Domains and Features



Integrated Education Framework

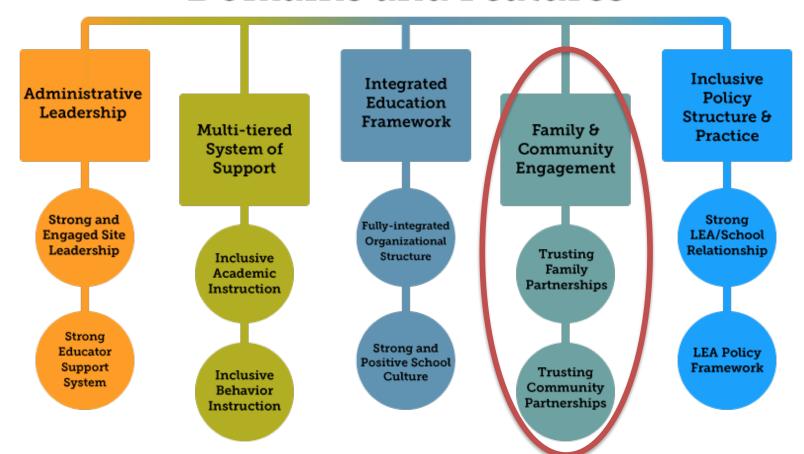
- Fully Integrated Organizational Structure
 - Allows students who need additional supports to benefit from resources that otherwise would only be available to segregated populations of students. (Sailor, 2009a)
- Strong & Positive School Culture
 - "Schools have cultures, and research from educational anthropologists (i.e., Ogbu, 1982, 1985) has shown repeatedly that the culture of schools is strong influence on academic achievement" (Sailor, 2009a, p. 250)



Family & Community Engagement



Domains and Features



Family & Community Engagement

Trusting Family Partnerships

- Student achievement in the elementary grades (Goddard, Tschannen-Moran, & Hoy, 2001), middle school grades (Sweetland & Hoy, 2000), and high school grades (Hoy & Tater, 1997) is likely to be higher in schools in which trusting partnerships exist than in schools in which partnerships and trust do not abound.

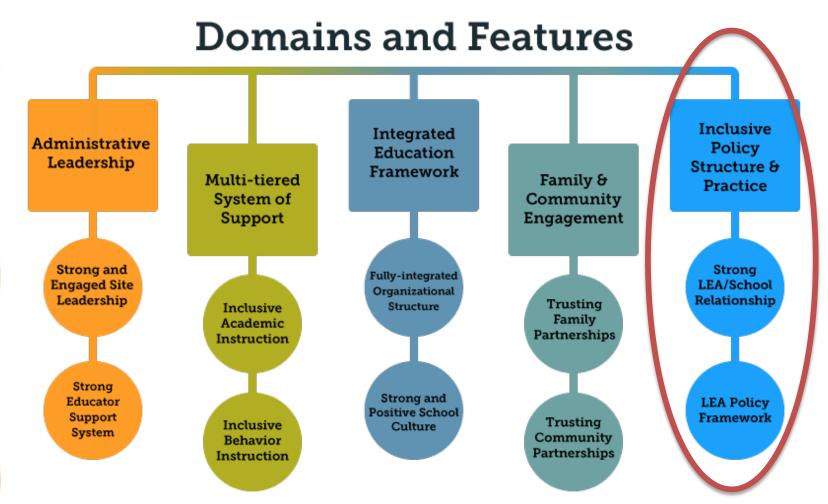
Trusting Community Partnerships

"Research indicates that when a collective group of school, family, and community stakeholders work together, achievement gaps decrease." (Bryan & Henry, 2012, p. 408)



Inclusive Policy Structure & Practice





Inclusive Policy Structure & Practice

Strong LEA/School Relationship

 A strong and supportive relationship between individual schools and their districts is critical for sustainable school reform. (McLaughlin & Talbert, 2003)

• LEA Policy Framework

 A policy framework must exist at the school, district, state, and federal levels that is fully aligned with inclusive reform initiatives and removes barriers to successful implementation. (Kozleski & Smith, 2009)



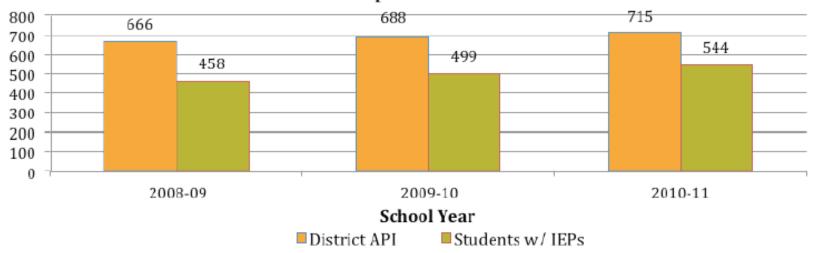
Show me the data!

Data from Previous Transformation Efforts



DCPS Data

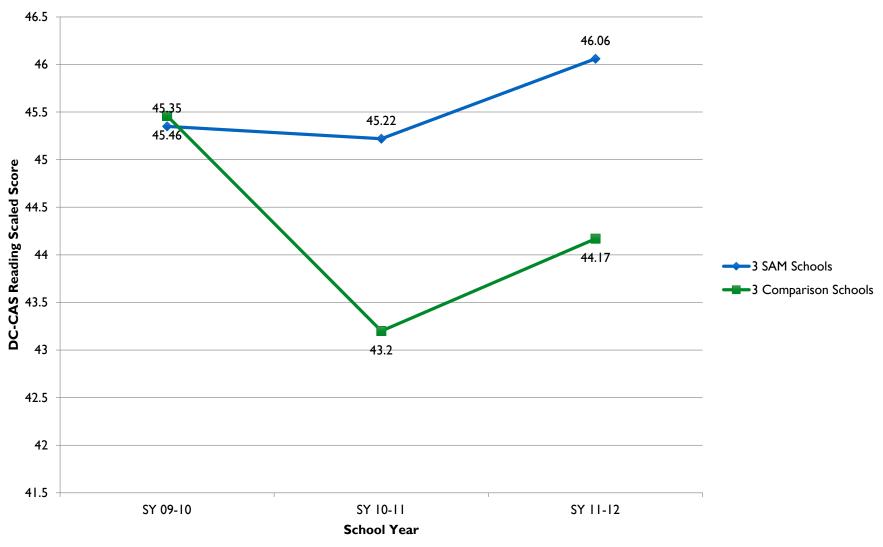
District API compared to students with IEPs





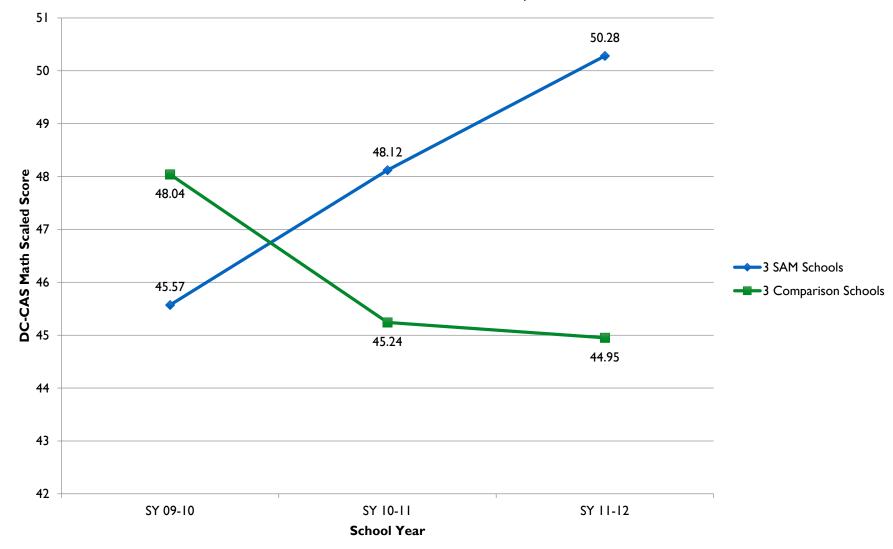
DC-CAS Reading Scaled Score Change

3 Enculturated SAM Schools vs 3 Comparison Schools



DC-CAS Math Scaled Score Change

3 Enculturated SAM Schools vs 3 Comparison Schools



Why SWIFT?

Martha Hinman

Redmond School District





EXCELLENCE + EQUITY & ALL MEANS ALL.



We can make equality happen.

We believe that, together, we can transform education so that it benefits each and every child, their families, and ultimately the communities in which they reside.



What does SWIFT mean by "every child"?

Struggling Readers On Grade EL Level Students with most achievers **Students** extensive Students with needs living in Students from disabilities culturally & poverty ethnically diverse backgrounds



From Silos to SWIFT

SWIFT ...

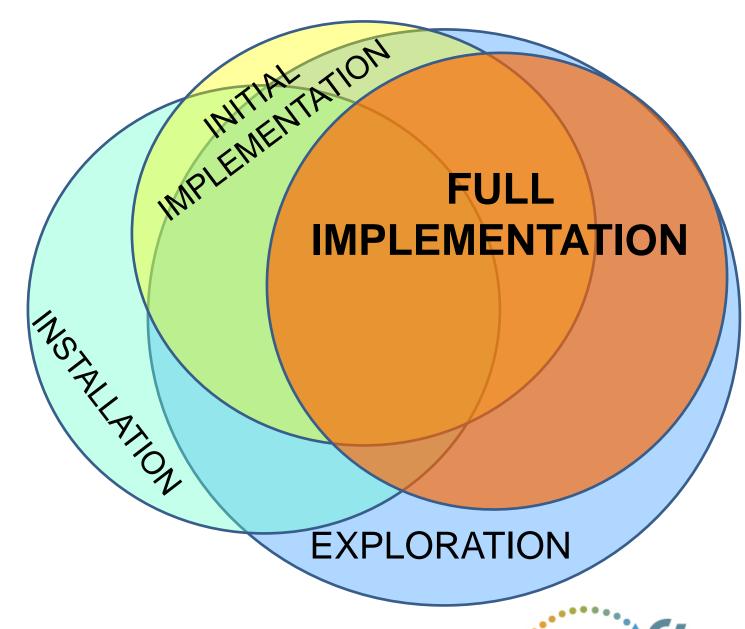
- Eliminates silos
- Bridges general and specialized education
- Creates powerful learning opportunities for students and teachers
- Promotes active, engaged partnerships among families and community members.



Stages of Implementation







Stages of Implementation



AlHub: The Active Implementation Hub 2013

Exploration Stage

The goal of the Exploration Stage is to examine the degree to which the SWIFT meets the school or district's needs and whether implementation is feasible. In this stage, schools and districts must assess the goodness of fit between SWIFT and the needs of the students they serve.





Lessons Learned in Redmond

Martha Hinman

Redmond School District









Redmond School District Administrative Leadership

- Supporting and Developing Our Human Resources
 - Objectives
 - 1: Attract, Recruit, & Retain Highly Effective Staff
 - 2: Provide Differentiated Professional Growth & Development Opportunities
 - 3: Utilize Evaluation & Support Systems to Promote Professional Growth.
 - 4: Shared Leadership & Promotion of Professionalism





Redmond School District Multi-Tiered System of Support

- Priority 1: Elevate Student Achievement: Students graduate college-prepared and career ready
 - Objectives:
 - 1: Use of performance data
 - 2: Increase rigor
 - 3: Provide feedback to students and parents
 - 4: Increase, extend, transform learning opportunities
 - 5: Increase supports for all students





Redmond School District Integrated Education Framework

- Vision: A relentless commitment to academic achievement and personal growth for every student
 - Fully prepare graduates for the demands and responsibilities of adult life





Redmond School District Integrated Education Framework

- **Mission**: A commitment to rigorous and relevant instruction which leads to mastery and development of productive citizens
 - Dedicated to the growth and full development of every Redmond student
 - Unrelentingly seek continuous improvement for self and students
 - Value collaborative response
 - Expect rigorous student performance





Redmond School District Family & Community Engagement

- Priority #3: Sustain safe and vibrant school communities
 - Objectives
 - 1: Support safe school environments
 - 2: Enhance academic and co-curricular enrichment opportunities
 - 3: Increase family and community involvement





Redmond School District Inclusive Policy Structure & Practice

- Balance resources to maximize student achievement through wise, transparent stewardship of district resources prioritized for student achievement
 - Objectives
 - 1: Judiciously steward publicly entrusted funds
 - 2: Proactively develop resource allocation plans that boost student achievement
 - 3: Demonstrate fiscal accountability and transparency





Oregon's SWIFT Journey

Lisa Darnold & Lisa Harlan

Oregon Department of Education





Oregon's SWIFT Journey

October 1, 2012 - SWIFT is launched

December 2012 – April 2013

Knowledge Development Site
 Selection and Site Visits

April - May 2013

- State Selection Process
- Oregon is selected as a SWIFT state!

July 2013

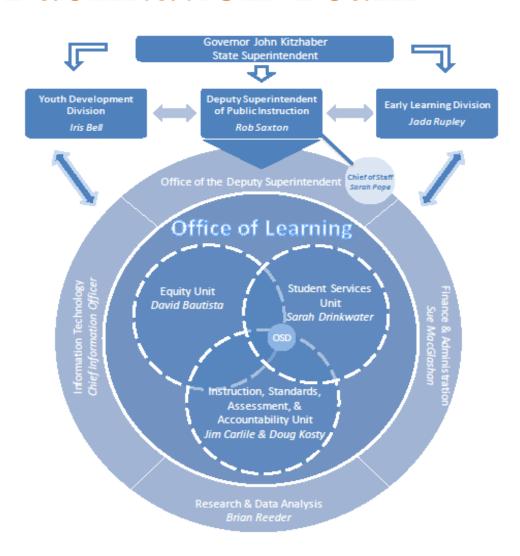
Professional Learning
 Institute





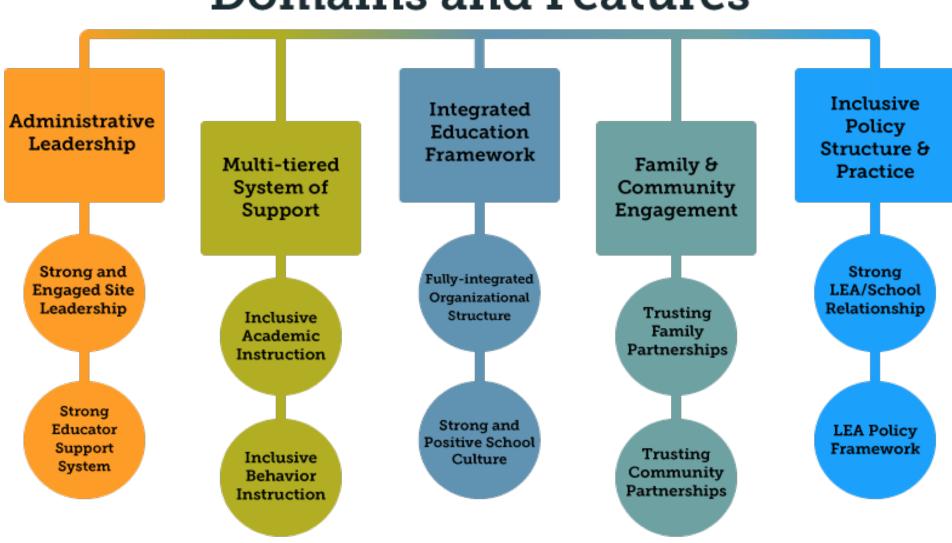


ODE Reorganization/ODE SWIFT Facilitation Team





Domains and Features



SWIFT Schools in Oregon

Pendleton School District

- Lincoln (K-2) and West Hills (3-5) working as one SWIFT school
- McKay (K-5)
- Sherwood (K-5)
- Washington (K-5)

Portland Public Schools

- Atkinson (K-5)
- Irvington (K-8)
- Lewis (K-5)
- Roseway Heights (K-8)
- Sabin (K-8)

Sisters School District

- Sisters Elementary (K-4)
- Sisters Middle (5-8)



Redmond School District

- M.A. Lynch (K-5)
- Obsidian (6-8)
- Sage (K-5)
- Tuck (K-5)
- Tumalo Community
 School (K-8)



SWIFT Partners

General and Special Education Collaborative Effort







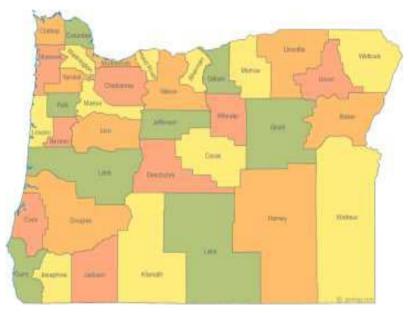
Oregon SWIFT School Districts



Launching SWIFT in Oregon! November 4th & 5th, 2013

- Implementation Science
- Reviewed SWIFT Domains
- Team Planning for Exploration
- Generated Excitement for Moving Forward!!!!!





Lessons Learned at M.A. Lynch Elementary School

Desiree Margo

Redmond School District

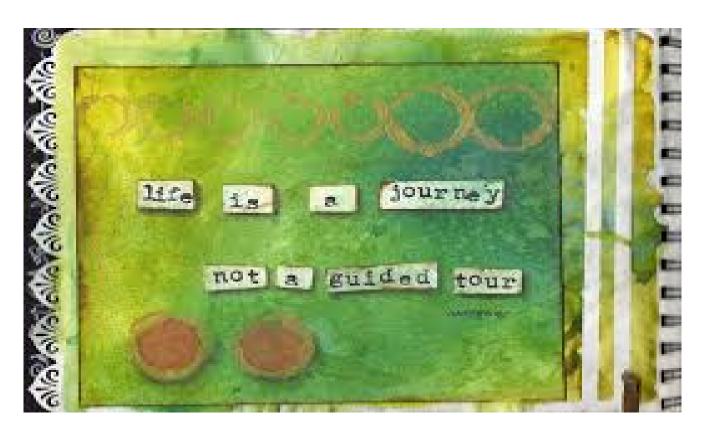






Every Child, Every Chance, Every Day a Reality



























What?



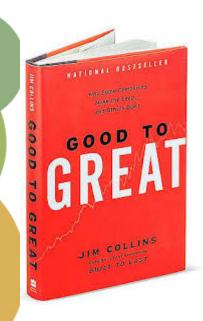








"You're braver than you believe, and stronger than you seem, and smarter than you think.'
- Christopher Robin











Attract, Qualify, and Select

the BEST
Candidates











Every Child, Every Chance, Every Day













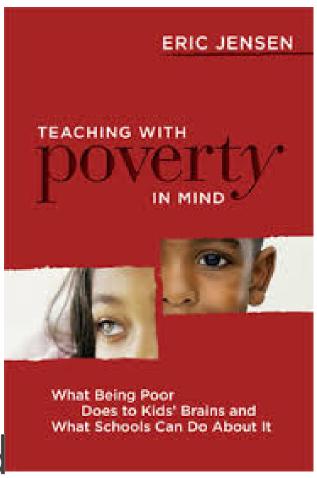






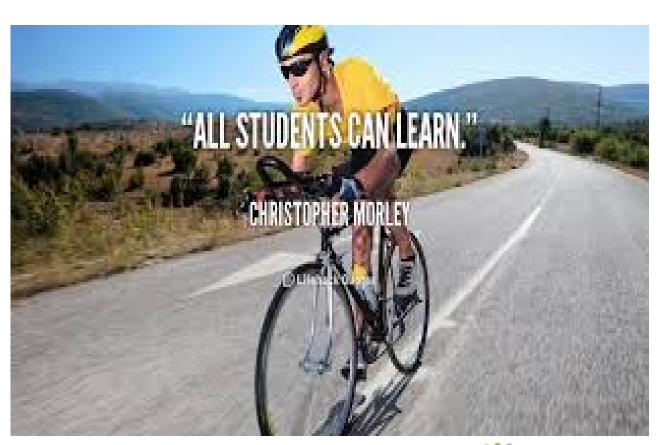






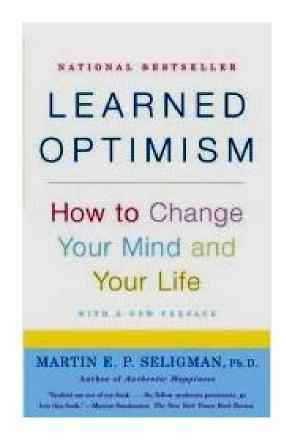


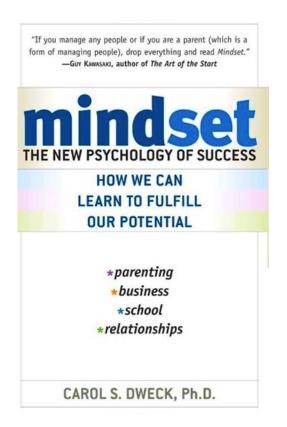






















" **EXPECTATIONS** ARE THE EVERYTHING SAM WALTON





























DENVER PUBLIC SCHOOLS
Richard T. Castro Elementary
Master Schedule

			10.00 11.10						
Grade	9:00 - 9:40	9:45 - 10:25	10:30 - 11:10	11:15 - 12:00	12:15 - 12:55	1:00 - 1:40	1:45 - 2:25	2:30 - 3:10	3:15 - 3:45
Kinder	Reader's Workshop	Reader's Workshop	Writer's Workshop	Lunch 11:00 - 11:45	Math	40 min Intervention Block	Specials	Science/Social Studies/ ELD	Centers
1st	Reader's Workshop	Reader's Workshop	Writer's Workshop	Lunch 11:15 - 12:00	Math	Math	40 min Intervention Block	Specials	Science/Social Studies/ ELD
2nd	Reader's Workshop	Reader's Workshop	Writer's Workshop	Lunch 11:30 - 12:15	Math	Specials	Math	40 min Intervention Block	Science/Social Studies/ ELD
3rd	Specials	40 min Intervention Block	Writer's Workshop	Lunch 11:45 - 12:30	Reader's Workshop	Reader's Workshop	Math	Math	Science/Social Studies/ ELD
4th	40 min Intervention Block	Math	Specials	Math	Lunch 12:00 - 12:45	Reader's Workshop	Reader's Workshop	Writer's Workshop	Science/Social Studies/ ELD
5th	Math	Specials	Math	40 min Intervention Block	Lunch 12:15 - 1:00	Reader's Workshop	Reader's Workshop	Writer's Workshop	Science/Social Studies/ ELD
Intervention Teachers/ Special Ed	4th Intervention	3rd Intervention	Kinder Intervention	5th Intervention	Lunch 12:15 - 1:00	Kinder Intervention	1st Intervention	2nd Intervention	Plan
Specials	3rd Specials	5th Specials	4th Specials	Duty/Lunch	Duty/Lunch	2nd Specials	Kinder Specials	1st Specials	Plan



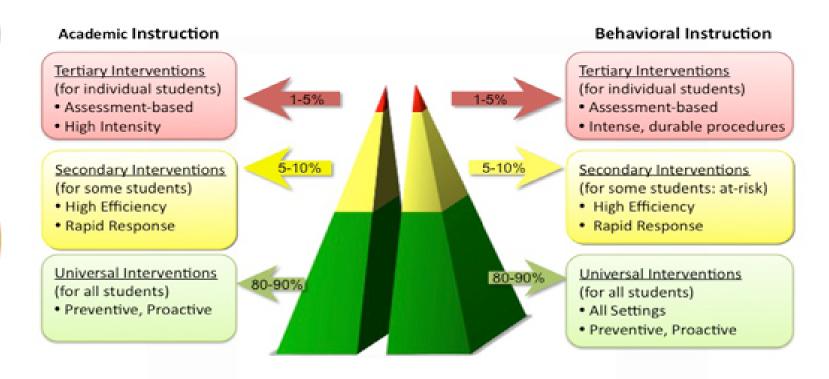
UTILIZE

"Using all of your resources wisely is key for growth which opens up success. Unfortunately, most don't realize this, and the door of opportunity stays closed."

- Lincoln Patz

ORK

Designing Schoolwide Systems for Student Success



Lynch Three-Tiered Model of Behavioral and Academic Support Systems Academic Support Systems Behavioral Support Systems

<u>Targeted Interventions</u> – Specially Designed Instruction (SDI) Students are often receiving special education services and are up to two years below grade level.

 Supports include: accommodations within the classroom supporting core content: additional supports and scaffolding, differentiated instruction, sped teacher consults with teacher and provides support in the classroom in the Least Restrictive Environment (LRE), Pull out for targeted instruction, Walk to Strategies (W2S), Extended Day Programs, weekly progress monitoring, Rti II Team Meetings, SST, IEP

Selected Interventions - Additional support in the classroom, W2S, Title I, Before and After School Programs, Extended Day K, Progress Monitoring every 3-4 weeks, Rti II team meetings, Extended Day Programs

<u>Universal Intervention</u>- Tight and Loose Lynch Core Academic Agreements all classes school wide, After School Cub Club, school-wide [F-W-S] screening Targeted Interventions-1-5% Functional Behavioral
Assessment-based-Individual Behavior Support Plan-may
include:Targeted goal with incentives, Soft Start, Project
Success, Playground Mentors, Take- a Break, Limited
transitions, Shortened day, Picture Calendars, Ready-no-Ready,
First Steps, BIC Options, Mental Health support, counseling,
groups, Adult Mentors, supervision coaching model, Rti II Team
Meetings, SST, IEP

Selected Interventions 5%-10% Supports may include: Additional classroom support, CICO, Buddy Classroom, counseling groups, Take-a-Break, Adult Mentors, supervision coaching model, Rti II team Meetings, Soft Start, Social Groups, Individual Counseling

<u>Universal Intervention-80%-90% Effective</u> School-wide Positive behavior system- includes:

 Three Bes- Be Safe Be Responsible BE Respectful-Rules Round up, Pro Social Curriculum, Safe Touch Curriculum, Cub Prides, Character Traits, Self Mangers, Conflict Managers, Buddy Classroom, Classroom Management system, Prevention focus, 4:1 ratio of redirects to positive reinforcement. Reinforcement is specific and related to Three Bes, supervision coaching model







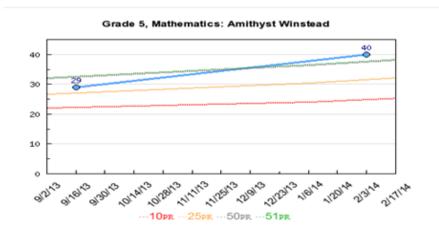
Inclusive Team

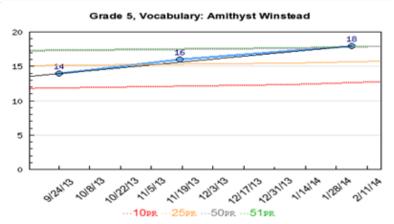
Principal, Grade Level Team, Title I Teacher, Counselor, School Psych, School Nurse, FAN Advocate (Social Worker), Special Education Team, and Community School Coordinator

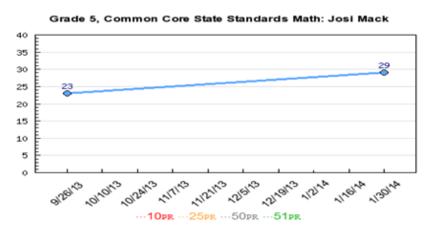


Response to Intervention (RTI) Tracking Form

	Idenifying Information		Services	Concerns					Current Data				Other	Meeting Outco	
	Last Name	First Name		(SST, EII, 504)	Reading	Behavior	Attendance	Speech/Health	FAN/Other	SWISS Referrals	Attendance	easyCBM - Read	easyCBM - Math	Notes	Cycle 1
						-									
						\dashv									
y															
						\dashv									
						\dashv		-							
	Ch-std												-	4	
	Sheet1													4	









Rti II Follow up Form Grade Level Cycle 1, 2,3,4,5

Student Name	Follow up Action(s)	Who?	When?	Complete?









Increasing Reading Achievement for Students at Risk of Reading Failure: A Proposal to Implement a Walk to Strategies (W2S) Targeted Reading Intervention Program



Desiree Margo, Redmond School District, M.A. Lynch Elementary School

Introduction

A proposed change to reading support at M.A. Lynch In the 2005- 2007 school year, M.A. Lynch, a Title I School, went into improvement: status. Over the next three years, M.A. Lynch trensformed Itself. During the 2008-2009 year, the M.A. Lynch status was changed from "Unsatisfactory to Outstanding," From a "School in Improvement," to one of only seven celebrated, "Champion Schools." Immediately foliosing this success, a boundary change occurred and 50% of the population changed. That year, though not required to publish AYP data, reading and math achievement fell. Though a strong Title I program is in place, current trends indicated M.A. Lynch is heased back into Improvement status. With School Improvement Grent (SIG) dollars gone, new no cast Innovations are needed.

Types of Reading Intervention Systems

- *The current school-wide literacy support system was supportive but not strategic. Literacy staff resources were equally distributed between 1st and 2rd grade. Kindergarten and grades 3-5 had limited support. Training for Literacy staff varied and teachers determined how and what reading support and materials were utilized. Special Education students received specially designed instruction in the most vastrictive anvironment us, the least restrictive anvironment (LRE) which is required by individual with Disabilities. Education Act, or Inica.
- *Lynch staff Investigated district literacy support programs. Two RSD Walk to Read mode's were observed and analyzed. Both mode's provided a more strategic mode! then Lynch. Students "walked," to the group that met their reading level. Special education students participated slongside in an inclusion model when appropriate. With the 2010-2011 implementation of a new district wide easyCSM systematic formative assessment model, M.A. Lynch decided to use this tool to develop a strategic reading intervention system with a focus on linking specific reading deficits to targeted strategies instead of y crouping by reading levels stone.
- Existing resources were analyzed and a decision made to utilize all instructional assistants: Special Education, Title I, Literacy Assistants, and Instructional Assistants as one instructional team during W28.
- Using easyOSM screening and progress monitoring data along with diagnostic Developmental Reading Assessment (ORA) data, students at high risk and some risk of reading failure are identified.
- Once identified, further analysis is done to determine specific reading deficits and then students are placed in targeted strategy groups to quickly remediate the deficit.
- Groups are small and fluid. Students move to a new group once they are no longer at risk.

Funding and Staffing

• Existing staff resources were reallocated to the top 20% of students at risk for reading failure. Once this critical and immediate need is met, additional resources are allocated beyond the 20%.
• Needed purchases include: Strategic and research based reading interventions and related equipment. General fund and Community Learning Center great funds are accessed for needed purchases. The new intervention system is based on a four-day (IM-Thur.) delivery model. This provides weekly time for staff training and

Advantages of a Strategic W2S Reading Intervention System

Advantages of the Lynoh W28 strategio reading intervention model

- Entire intervention team is highly trained in small group instruction , reading interventions, and easyCBM and DRA assessments.
- Intervention team members specialize in a specific interventions
- Four-day model provides built in training and regular feedback using easyCSM progress monitoring
- Model supports IDEA requirement of inclusion for special education students and Least Restrictive Environment (LRE)
- Student easy CSM and DRA data is regularly analyzed to determine students at high and some risk for reading failure which informs allocation of resources
- easy CSM and DRA data is triangulated and analyzed to determine specific reading deficits
- Research based interventions strategically target specific database.
- Based on data and teacher input, students are placed in fluid small. Walk to Stretegy (W28) groups.
- Resources are used efficiently as students within a grade level "walk," to their strategy group when needed
- level "walk," to their strategy group when needed 10. All grade levels have benefit of resources. All students at risk
- for reading failure participate in strategic reading interventions
- 11. First grade receives extra resources for early intervention
- 12. Groups are fluid. Students move out of a group when no

Research Based Interventions used in W2S

- 1. Read Naturally
- 2. Phonics for Reading
- 3. Lexis Reading (online)
- 4. Seeks Recording (drinks)
- 4. Early Reading Intervention (ERI)
- 5. Leveled Literacy Intervention (LLI)
- 6. Houghton Mifflin SOAR
- 7. Reading Mastery 8. Road to the Code
- 9. Florida Reading Materials

Expected Outcomes

Expected outcomes include:

- An increase in students "on target" above 50° percentile according to the easy CSM fall, winter, and soring screener.
- A decrease in students at high risk and some risk according to the easyCSM fall, winter, and spring screener.
- An increase in students reading for gradelevel," according to the diagnostic DRA assessment
- All students reading by first grade.
- All students reading on grade level by 3st grade.
- An increase in students meeting reading benchmark on the Oregon Assessment of Skills and Knowledge (OAKS)

Disadvantages of a Strategic W2S Intervention System

Disadvantages of W28

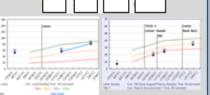
- Some grade levels may experience decreased reading support over the previous model
- Students not at risk for reading failure may not meet in small reading groups with an instructional team staff member. Teachers are required to meet this need
- Some students will not receive their intervention within their own classroom- due to this some teachers may feel disconnected from their students who "welk," to en intervention.
- Teachers may feel less involved since they may not be providing the intervention materials.
- Time constraints may make it difficult for classroom teachers to discuss student progress with instructional team members.

Using Screening and Diagnostic Data









Sample W2S achedule

Four-Day Walk to Strategy (W28) Schedule

Intervention	1 st grade	1 ^{et} grade	2 rd grade	S ^{el} grade	4" 5" grade
	9:60-10:10	10:15-10:50	1035-11:05	11:10-11:10	11:45-12:15
Road to the Code	Me. årde email group room	Me. årde email group room	×	æ	×
Phonics for Reading	Title I Room	Title I Room			Title I Room
Lexis	Library	Library	Library	Library	Library Mrs. Calahan's Room
Reading Macery	Me. Resve's small group room	his. Reeva's small group room	æ	×	×
SOUR	Title I roomiveer lobby	Title I roomiveer lobby	Title I roomiveer lobby	Library	Library
ERI	Ms. Neffs room	Ms. Nefs. room	×	×	×
ш	Ms. Flora's room	Ms. Florais room	×	×	\approx
Read Naturally	æ	×	Westlobby Ms. Grants room Ms. Nichi's room	WeerLobby Me. Gowdy's Small Group Room	WearLobby Ms. Wood's Room
Vocabulary	æ	×	Ms. Giberson's Room	Ms. Jones Small Group Room	Mr. Wheeler's Room
Comprehen sion	æ	×	Me. Nichře Room	Ms. Flaid's Small Group Learning Room WestLobby	Me. Jenkine' Room Library WeerLobby

CURTO

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MANAGEMENT







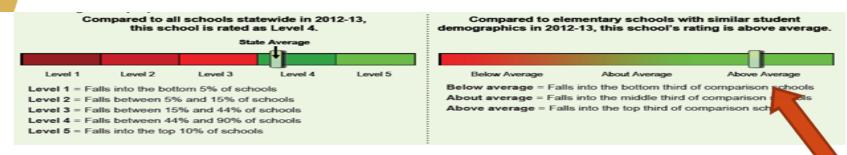






Red's highest poverty school M.A. Lynch Elementary

















CLUSION SCHOOL AS A CARING COMMUNI



Adjective





Continuum of Student Needs

Out-of-Class Supports In-Class Supports Specialized Placements

Consultation Only Accommodations Only

Support Facilitation

Co-Teaching

Resource Room

Contained

General Education Classroom Alternative Location

How the SWIFT Framework Strengthens our Journey

SCHOOLWIDE INTEGRATED FRAMEWORK FOR TRANSFORMATION

Envisioning - As a SWIFT School

M.A Lynch Elementary School- Redmond School District

	SWIFT Domains								
	Administrative Multi-Tiered		Integrated	Family & Community	Inclusive Policy				
Time of day /	Leadership	System of Support	Education	Engagement	Structure &				
Daily Activity Block			Framework		Practice				
Current Strengths	Principal Welcoming students and families when they arrive to school Lobby is welcoming with seating for parents and pictures of students streaming System for safe arrival Different entry points Safety system in place for guests Principal observes arrival practices and provides support for improved procedures as needed	Positive Tardy Soft Start in OR Universal Breakfast Trained supervision Conflict Managers Self-Managers Mentors support K students Inclement Weather Program Early students can wait in the lobby CICO Community Time Quick Start- engaging strategies at start of day Staff connect to counselor as needed	Variety of staff welcoming students with a warm welcome Custodian and ELL Teacher support Warm Welcome in cafeteria Organized games in the morning- Field- PE teacher All greeted at the classroom	Parent provides support at recess Parent meetings may occur Watch Dogs Parents provide support Student Store-PTO					

SWIFT-FIT Domain & Feature Item Detail

Administrative Leadership – is about having a strong and actively engaged leadership committed to improving teaching and learning and a system that empowers educators and school personnel.

Strong and Engaged Site Leadership (item detail)

- Principal is the instructional leader clear mission, perceived by all as instructional leader, attends instructional meetings & regularly visits classrooms
- Promote school-wide focus on transforming system leadership meets at least 2x/mo. and has process in place to involve family partners in governance
- Open, reciprocal communication principal meets with all school personnel individually or in a group at least 1x/mo.; faculty, staff and families have opportunity to contribute to core decisions
 - Empower staff teams have clear documented purposes and functions; staff report feeling empowered to make decisions related to primary functions
- Use data leadership reviews academic and behavior data at least monthly to guide decision-making



Questions We Now Regularly Ask Each Other

- Can this student's needs be met in the least (a less) restrictive environment?
 - What will change if this student is on an IEP?
 - What new skills do staff need to meet this student's needs?
- How can we alter this student's behavior plan to better meet his needs? Sometimes we ask and adjust daily
 - What skills do our regular education teachers need to meet the needs of students on an IEP? Monthly All-Staff Meetings **ALWAYS** include specialists presentations- capacity building
- Can we have flexibility with our resources to better support our model?



Swift Moments E-mails Received from Staff...

"A huge shout out to Ansel—I saw him today in Ms. Lee Soon's class and one of my kiddos said "Her over there" and Ansel said "Oh, She is over there"—that is SO "swifty" to make subtle language corrections by repeating a kiddo's sentence!"





"I just became an ultimate fan of the benefits of being in the back of the room without a designated therapy room—my last two kiddos noticed that there was a sudden dance competition in the classroom and they SO wanted to go do it and I said go ahead and come right back—and then they actually won this "best dancer of the classroom" award by dancing together partner style and they were absolutely elated to have participated and even WON and it was so nice they got to do that and that speech didn't interfere (by completely pulling them out to another space where none of us would have known that that had even happened). Distracting, yes, but they still did drills for me and were stoked that I "let" them experience that. _And_ they even said "see, we're in speech _AND_ we're the best dancers in the classroom"—and they gave me their autographs. How cool is this?! I'm irrationally happy today anyway, but I thought you'd like this ©"





The Journey Continues ...

