Innovative Inclusion Programs

Ocean Springs School District
Mr. Grant Dickinson
Director of Student Services

Where do I start?

Student Data

The most <u>important</u> consideration when determining HOW to instruct is to determine what your students' NEEDS are.

Examples of Data

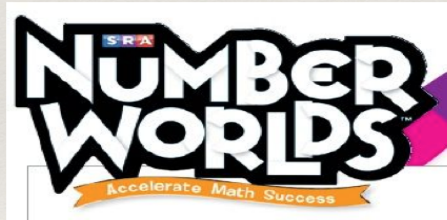**Pathdriver**

KHANACADEMY

dreambox LEARNING

EOGs

mClass Math

Work Samples

Case 21

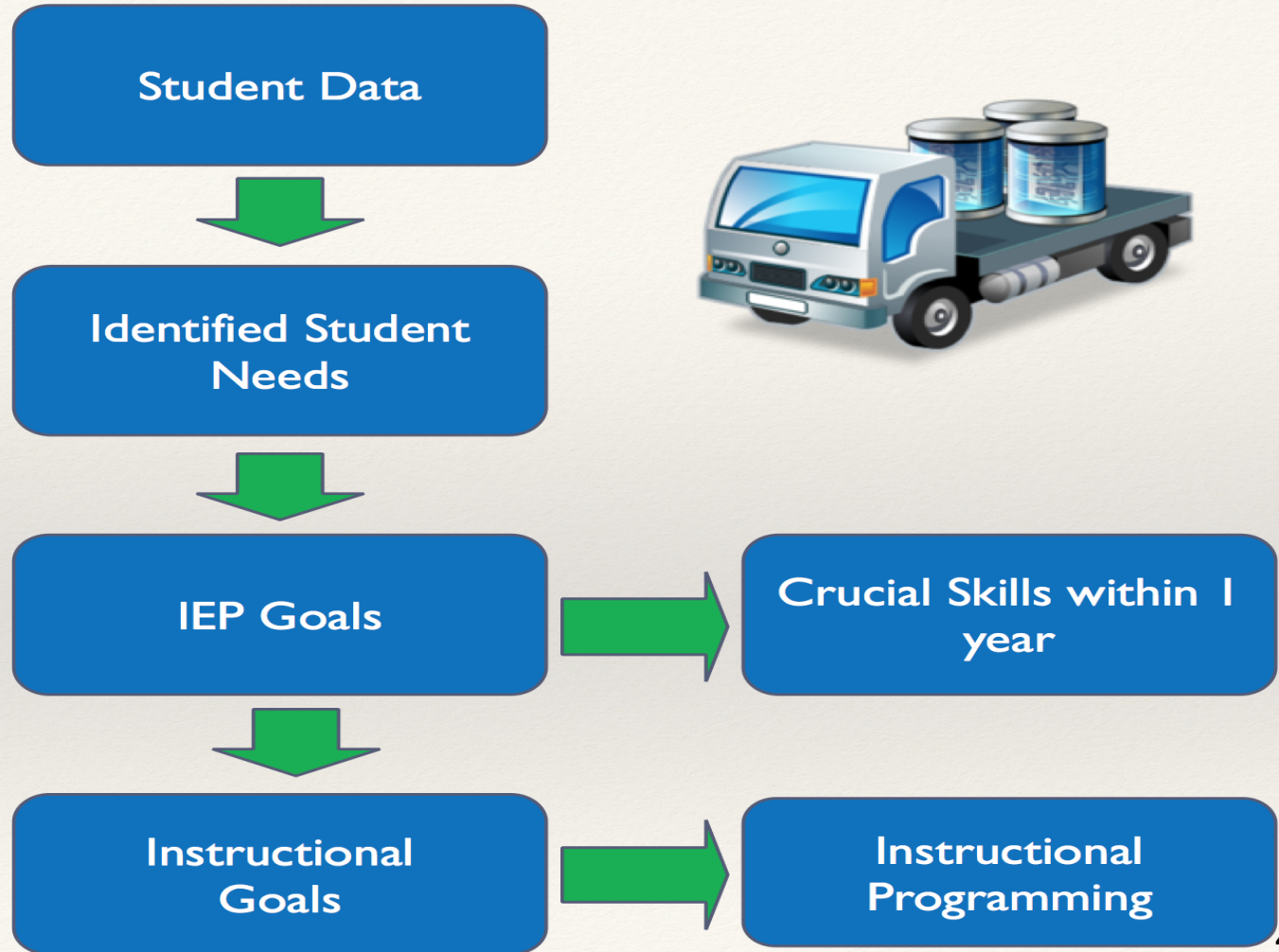SRA NUMBER WORLDS — Accelerate Math Success

i-Ready

Number Knowledge Test

Real–Time Formative Assessment

Student Interactive Notebooks

Number Talks

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Data DRIVES Instruction

Student Data
↓
Identified Student Needs
↓
IEP Goals → Crucial Skills within 1 year
↓
Instructional Goals → Instructional Programming

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What does i-Ready give us?
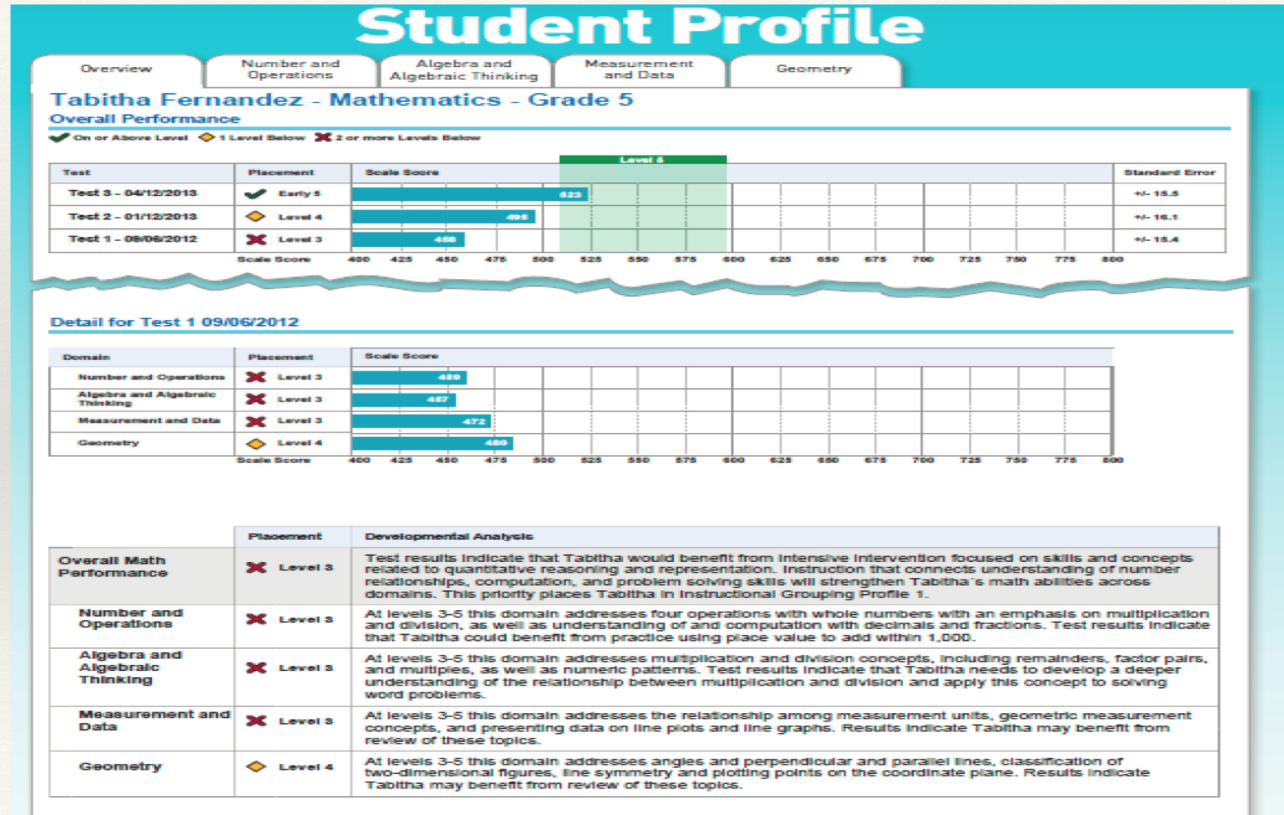
What does i-Ready give me?

Student Profile Domain Detail

➢Shows what the student can do

➢Next steps for instruction

➢Provides "Tools for Instruction" to directly address next steps

i-Ready is NOT perfect....

❖ Students rush!

❖ Computer adaptive - Not necessarily 100% accurate

❖ Use OTHER data to justify or refute what's in the report.

❖ i-Ready is a <u>starting point</u> and NOT the end point of data collection.

❖ Lack of teacher interaction of test = lack of important "thinking process" information
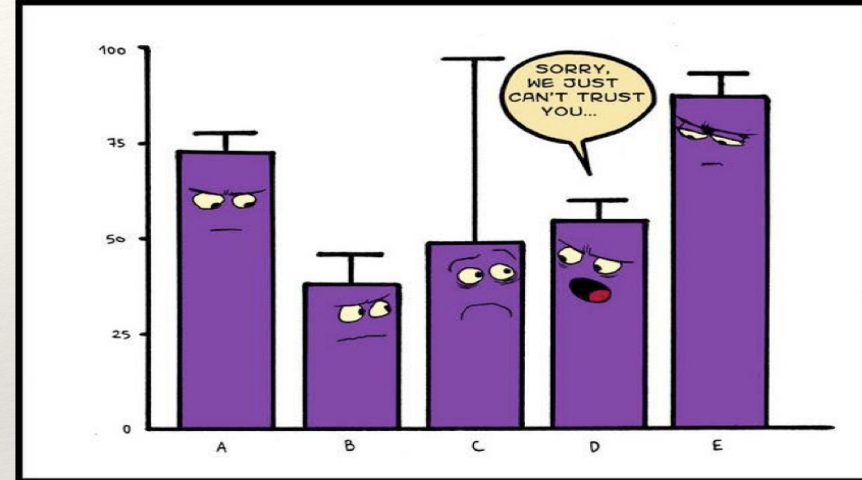
So you have data....now what?
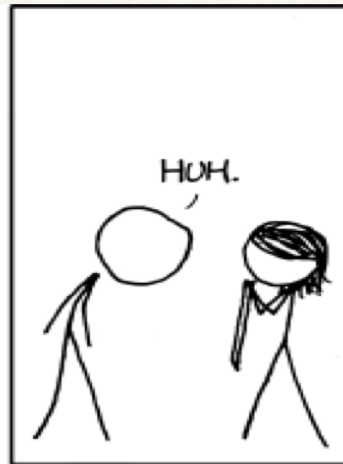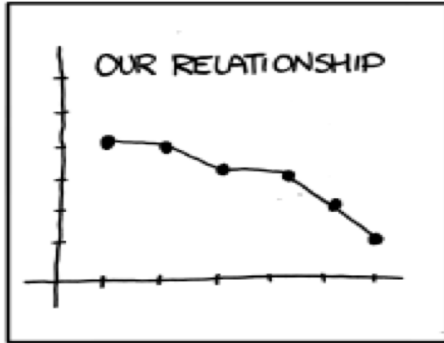
Let's dig deeper.....

* Find **at least ONE resource (find more if time allows)** that you think would be helpful for you or your teachers this school year.

* Discuss the resource(s) with your table and explore it further.

* Discuss how you can use the resource in your classroom.

* Report out.....

Blended Learning Models Considered
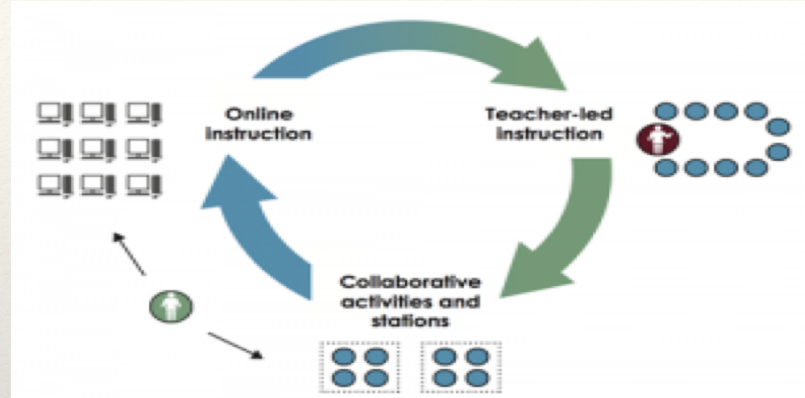
- ✓ **Consider a 2 group rotation to start (online instruction/teacher-led instruction)**
- ✓ **For 2 group rotation – need at least 2:1 student to device ratio**
- ✓ **3+ group rotation - Less need for devices - Project based learning possible**
- ✓ **Computer Lab Rotation - Rotate days between class and computer**
- ✓ **Flipped Model - Students watch videos at home/Discuss-enrich in class**

Challenges

- Students have a WIDE variety of needs

- Students may be unmotivated

- Possible behavior issues due to lack of confidence and other factors

- Not enough time to address student needs

- Felt handcuffed to pacing guides leaving some behind and others unchallenged

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Blended Learning

❖ Allows you to FOCUS on the skills students need help with

❖ Allows you real-time access to student data

❖ Allows students to be accountable for their own learning and for more opportunities to learn

Blended Learning Myths

Myth BUSTED

* Students learn from the computer making teachers less important.

* My instructional and planning responsibilities will decrease.

* My interaction with students will decrease

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The Best Resource?

❖ All these sites I've shown you can provide lessons, videos, problems, exercises, illustrates and much, much more….

❖ But, the best resource is…….

Frank Furter @DrFNFurter · 7 May 2009
So, come up to the lab,
↩   ⇄ 3.3K   ★ 2.7K   •••

Frank Furter @DrFNFurter · 7 May 2009
and see what's on the slab!
↩   ⇄ 3.3K   ★ 2.8K   •••

Frank Furter @DrFNFurter · 7 May 2009
I see you shiver with antici …
↩   ⇄ 66K   ★ 35K   •••

Frank Furter @DrFNFurter · May 7
… pation.
↩   ⇄ 68K   ★ 37K   •••

You!!!

- There is NO silver bullet.

- No one resource works for all kids.

- Use data to determine student needs

- Choose resources and programs based on those needs and how your kids learn

Sometimes, lessons don't come from websites, curriculum maps, programs or books though……

Engage your students…..

- Just shut up!

- Don't lecture….facilitate…

- Have STUDENTS generate the questions and lead discussion…

- Use their interest in problem solving and surprises…..

Focus more on meta-cognitive thinking and problem solving rather than fill, kill, and drill…..(101qs.com)

Inclusive Practices
at
OSUE

Presented By:
Mallory Strayham, M.Ed. (Inclusion Teacher)
Melissa Sundberg, M.Ed. (General Education Teacher)

Ocean Springs Upper Elementary Grades 4-6

- http://upper.oceansprings.schooldesk.net/

- http://uesocial.wix.com/osue-t-s-update

Student Information (2014-2015)

Total OSUE Population	**1,317**
Total % of OSUE under IDEA	**14.6%**

OSUE Population by IDEA Category

Just under 200 students total identified as IDEA
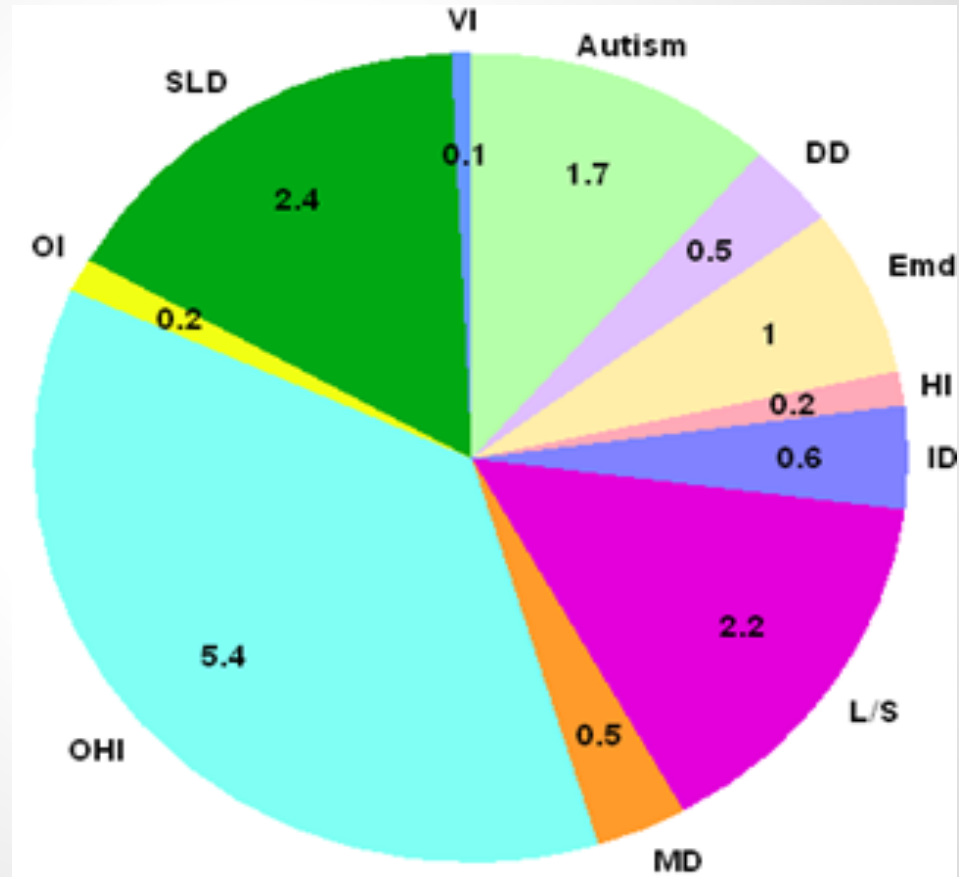
"Our mission at Upper Elementary is to provide all students a safe, nurturing environment filled with opportunities that promote individual learning and growth."

All children benefit from OSUE's inclusive school environment. Realizing the benefits for all children within an inclusive school drives the efforts of the entire OSUE's staff. All children are members of a learning community that accepts and celebrates its members. Ocean Springs Upper Elementary's inclusion program exemplifies its mission statement.

Why do we believe in inclusion?

While we realize many of our students will not graduate with a general education diploma, we believe every child should have the opportunity to have moments like this…. (Mallory explain Ryan's story then check link on next slide)

https://drive.google.com/a/ossdms.org/file/d/0B8tpCNjkezQCeHRZamR0Qi1RNIlnMkctY0tnZmRVOXM2amRB/view?usp=sharing

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Prior to our district's aggressive inclusion practices, the graduation rate for IDEA students was near 0%

Last school year's graduation rate was near 40%, and will continue to improve every year.

This does not include our IDEA students who graduated with MOD, or Certificate of Completion.

In order to replicate Ocean Springs Upper Elementary's Special Services key elements must be recognized.

Key elements to Ocean Springs Upper Elementary Inclusion Program are…

A supportive administration;

- A school administrative team that creates collaborative teaching teams with a ratio of no more than one special educator to two to three general educators;

- A school administrative team that ensures the on-going development and efforts of collaborative teaching teams;

- A school administrative team that creates a professional community of mutual respect;

- A school administrative team that promotes a school culture and climate that understands and appreciates the benefits of inclusion for the entire student population;

Administrators

- Create IDEA rosters first with Special Services Team involved

- **Provide Meeting Times→**
  - Faculty
  - Grade Level
  - Department
  - IDEA

- **Resources**

- **Support**

- **Schedule→**
  - Parent University
  - Open House
  - Remediation Blocks

- A community of educators that embraces and celebrates its diverse population and that is willing to strive for the inclusion of all students;

Our OSUE Community of Educators

- A community of educators that analyzes the data collected from diagnostic and growth monitoring on students and adjusts their instruction based on the evidence
- A community of educators that do not lower the expectations of the student, rather yet modify and accommodate based on the child's individual learning or behavioral needs
- A community of educators that LOVE and VALUE every student as a whole no matter what

Instructional Inclusion of IDEA Students at OSUE

Technology at OSUE:
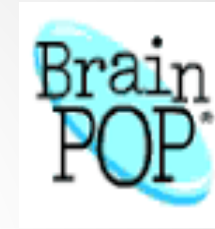
OSUE Assistive Technology and Classroom Adaptations

- Audiobooks

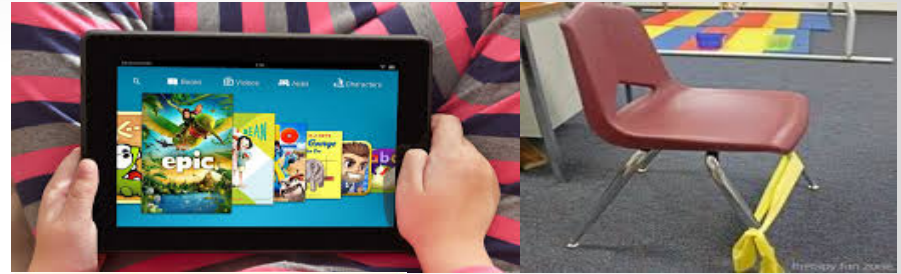- Visual scheduling

- Communication systems

- Timers

- Furniture Arrangement

- Sensory Equipment

OSUE Behavioral Supports

Greeting People

When I arrive to school each day, my teacher greets me. She says "Good morning!" I usually don't say anything. Greetings are a good way to be nice to others. I can say "Good morning!" back to her or "Hello." Or ask "How are you today?" If I greet my teacher, she will be so happy! We will both have a great start to the morning.

Huppie Mama

- Social skills stories

- Self-monitoring charts

- After School Clubs
  - PGEMS
  - Beach Club
  - STACKS
  - Choir
  - Disc Golf
- Peer-tutors

Team 4 Students' Data

Sundberg/Tiblier/ Mitchell
Inclusion Classroom 2014-2015

- **Total Students**→ 52 students

- **Total IDEA Students**→ 17-20 students

- **Total TST TIER 3 Students**→ 15 students

More Team 4 Stats

- **<u>SLD Reading Students</u>**→ Reached GL

- **<u>Science</u>**→ Beat school and state by 2 points

- **<u>I-Ready Data</u>**→ over 130% growth in both subject areas

How Do We Do It?

General Education Teacher

+ Inclusion Teacher

+ Student

+ Parent

_____

SUCCESS

SUCCESS→ Breakdown

- **Start By Knowing It All**
    - Establish Team
    - Create Vision
    - Set Goals
    - Get Busy!

- **Collaborative Thinking**
    - Be Different→ Do Different

SUCCESS→ Breakdown

- **<u>Data Analysis and Planning</u>**
    - Team 4 Meetings
    - 5th Grade Department Meetings
    - 5th Grade Level Meetings
    - Faculty Meetings'
    - IEP Meetings
    - Parent Conferences
- **<u>Get Them On Your Team</u>**
- **<u>Teaching</u>**
    - **Interactive-** mirrored in pull out and in class
    - **Alternative-** enriched and remediated
    - **Parallel-** tagged team with different delivery
    - **Station teaching-** center based
- **<u>Set routine</u>**→ BE CONSISTENT!
- **<u>LOVE</u>**→ They are all human beings, not a number or an IDEA ruling!

LOVE IS LOVE , NO MATTER WHAT
Covers @ FirstCovers.com

How Did the Students Do It?

- **<u>Goals-</u>**
  - Academics:
    - What do you want to be? How do you get there?
  - Behaviors:
    - So you want to be different, DO DIFFERENT!

- **<u>Peer Partnering-</u>** Increased engagement, confidence, and by-in for their own learning (facilitator rather than babysitter)

- **<u>PRACTICE</u>**- "If you did not perform it well, then you will practice it."

- **EMPOWER→ THINK FOR YOURSELF!**

# What Did We Do a Little Different?

- **Real life scenario field trips:**
  - Walking field trip to local grocery to work with differences in totals and change due
  - Built recipes for technical writing pieces
  - Oral demonstrations to peers in class

- **Walking (FREE) Field Trips to Local Businesses:**
  - Museum, theater, library, state park, and etc.)
  - Explored environmental cues and local surroundings

Differentiate or Create an Obstacle?

- **<u>Individual Learners</u>**
  - Technology
    - Read Works
    - News ELA
    - I-Ready and Ready
    - Google Classroom
    - Discovery Education

*Teacher is the facilitator→ Students with more individual needs are able to be assisted
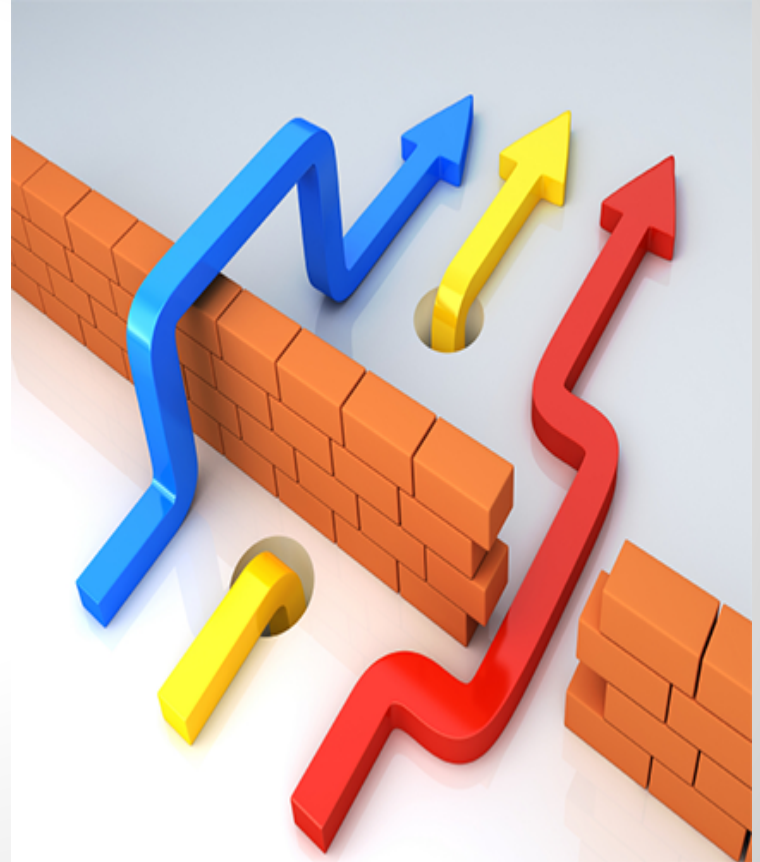
Inclusion Classroom:
Is It Really All That Different?

Last year my student with cerebral palsy who used a walker for fall prevention, loved to play sports. He was limited on some motor functions.. The boys in his class modified a game of football at recess, so he could participate. He felt such a part of the athletic kids' group after that incident. Mark also made enough progress last year that he has regular math, inclusion reading, but no learning strategies for 7th grade.

We Make it a Challenge at OSUE: One cannot identify inclusion classrooms!

They are simply classrooms filled with young eager human beings who are educated, respected, and loved.

Taking It to the NEXT level

Written and Illustrated by Mrs. McMahon's Class
Ocean Springs High School 2014-15

Adjusting Our Programming

* The data has provided an uphill battle academically

* We are now searching for other facets to meet the needs of our students

Unified Basketball

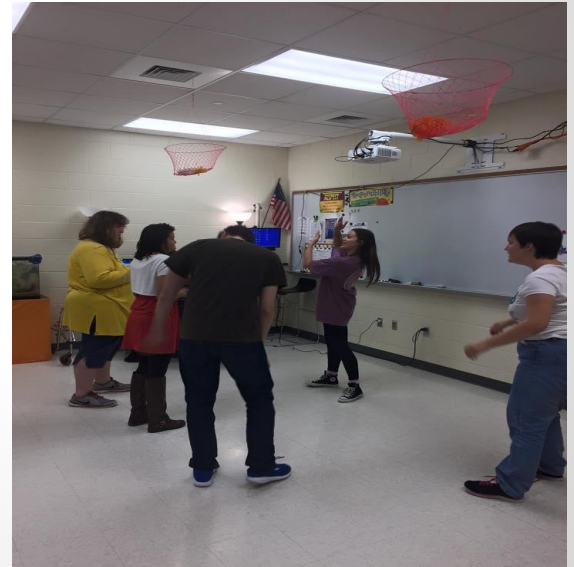**We need other Teams**

to Play!!!

SPARKLE EFFECT Cheerleading

Partnership with Special Olympics Mississippi

- New after school clubs
- Extracurricular programs
- Partnering with MSHSAA
- Funding for coaches, transportation, and uniforms

Dance Therapy

https://www.facebook.
com/1533078756924800/videos/1628159437416731/

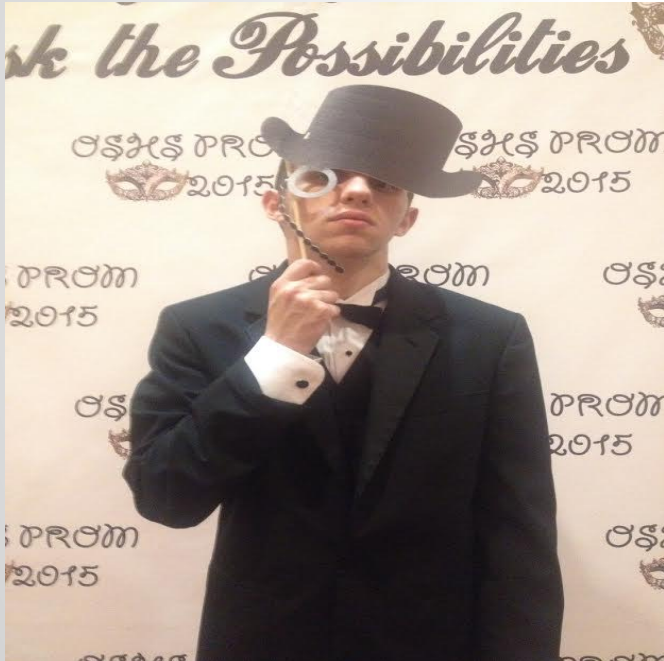# CTE- STEM Collaboration

Partnering with other Programs

Gardening Club

Assisting OT, PT with fine motor, gross motor and social skills while helping the children learn the fun and beauty of gardening!

Prom and Homecoming
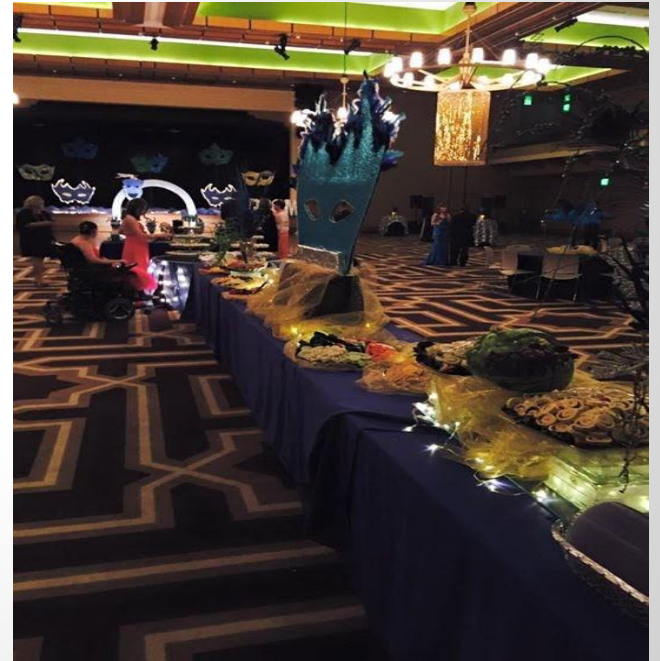
Finding New Technology that keeps kiddos in the classroom

Questions or Comments