The SWIFT Center
2013 PBIS Leadership Forum
PBIS: Equity in Education –
Making Education Work for All

SCHOOLWIDE INTEGRATED FRAMEWORK FOR
TRANSFORMATION

SWIFT
Inclusive Schoolwide Reform: Equity & Education for ALL

- **Breakout Session:** B13
- **Date:** October 10, 2013
- **Time(s):** 11:30 AM - 12:45 PM
- **Lead Presenter(s):** Wayne, Amy, Karrie, Kris & Sara
Goals For Participants

- Where are we in our implementation?
- What do I hope to learn?
- What did I learn?
- What will I do with what I learned?
SWIFT is

• A national K-8 center focused on providing academic and behavioral support for all students, including those with the most extensive needs

• SWIFT partners with the whole school community in ways that positively transform the learning outcomes for all students
The mission of the SWIFT Center is to assist districts and their schools to engage in a transformational process in concert with their families and communities to achieve equity and excellence for all students.

- **Excellence** as determined by measurable student social and academic gains;
- **Equity** as defined by the measurable capacity of each school to deliver the intensity and range of supports to meet the needs of each student and extending to their family and community; and where
- **All** is defined as the measurable integrated active engagement of all students and their families in the learning process.
SWIFT Recognizes

• That all students are not the same in the way that they learn, therefore
• SWIFT unifies the strengths of general and special educators by supporting them in working in concert with one another teaching grade level curriculum.
From Silos to SWIFT

- Eliminate Silos
- Build Learning Organizations
- Establish Engaged Partnerships
SWIFT Will

• SWIFT offers intensive technical assistance resources in such a way that districts and their schools have deep knowledge and support through creative, collaborative partnerships with the SWIFT team.
SWIFT Features

https://vimeo.com/70794074
SWIFT Goals

• Goal 1: Identify and examine six Knowledge Development Schools using rigorous evaluation measures and field assessments to determine the unique features of effective inclusive schoolwide reform.

• Goal 2: Recruit, select and then provide intensive technical assistance to four states, with four districts per state, to build capacity to install SWIFT in 64 schools.

• Goal 3: Build capacity to sustain SWIFT schools and extend SWIFT practices to additional schools within implementing districts.

• Goal 4: Implement a system to support multi-level state leadership and coordination to scale up SWIFT.

• Goal 5: Establish and disseminate a national Knowledge Bank on schoolwide inclusive reform.
Knowledge Development Site
Research Study

Year One
Site Selection Process

• Criteria for Knowledge Development Sites (KDS)
  – Implementation of MTSS/RTI with PBS across all tiers
  – Students, across subgroups, are exceeding state averages and the achievement gap for students with disabilities is closing
  – Natural proportions of students with disabilities in the schools
  – Students with significant support needs are included
  – No special classrooms
  – Distributed leadership among staff
  – Family engagement
Visit Process

• Visit 1 (Spring 2013)
  – 11 Schools
  – Interviews, Observations, Assessments

• Visit 2 (Spring 2013)
  – 6 KDS Schools
  – Focus Groups (Teachers, Administrators, Parents, Community Members)
  – Classroom Observations

• Visit 3 (Fall 2013)
  – School Assessments
  – Focus Groups (Students)
  – Classroom Observations
  – Student Observations
Research Questions

- RQ1 – How is inclusion defined and practiced at the school?
- RQ2 – What is student’s achievement across multiple domains under the inclusive school model?
- RQ3 – To what degree does the school (a) implement tiered models of intervention in academics, behavior, and social skills domains; (b) use inclusive practices; (c) promote family engagement; (d) have a positive school climate; and (e) have support from the district
- RQ4 – What elements of SWIFT are implemented at the school?
- RQ5 – What are the perspectives of administrators (district and school), teacher, student, and parents on inclusive school reform at the school?
PRELIMINARY FINDINGS
### Demographic Information

#### 2011-2012

**Percentage of students:**

- **With a disability** 11-27%
- **Economically disadvantaged** 12-54%
- **ELL** 2-15%

**Student Ethnicity (Percentages)**

- **White** 27-64%
- **Black or African American** 18-24%
- **Hispanic or Latino** 11-24%
- **Asian** 0.4-10%
- **Native Hawaiian or Pacific Islander** <1%
- **American Indian or Alaska Native** <1%
- **Two or more races** 6-11%
Defining Inclusion

- “Recognize everyone learns differently”
  - “Our goal is to minimize the impact of disability, benefit all students. We do not group based on ability because it says one ability has higher value than another. We celebrate differences.”

- “Full participation in all activities”
  - Added sections to IEP to ensure all school activities are included – before, during or after school.
  - Related services provide all services in general education classes; only counselors do pull out.
  - They’re not just included, but they’re just vigorously welcomed and included (Parent)

- “Work on quick identification of supports – do not let things go!”
  - “It takes all levels of support for change to happen.”
    - Change to no one-on-one para’s – some parents were upset about all the changes. “We had to stick together on our focus. We had to have many conversations with parents and show them. And, central office must support the changes in the school.”

- “Research to practice site – hold self-accountable for latest and greatest”
Achievement Data

2011-2012

Present level of student achievement as measured by state assessments (combined grades) % of students scoring at proficient or advanced (meeting or exceeding the state standards)

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<th>Reading/English Language Arts</th>
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<td>With a disability</td>
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<td>Economically disadvantaged</td>
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MTSS
Defined differently in every school, but all schools focused on data-driven decision making, frequent monitoring, and individualizing to student needs
• Emphasis on Data Use
  – Use achievement network to assess students 5x/year. We collect data in 6 week cycles and plan instruction based on data. Create action plans for students based on data, then reteach and reassess. We individualize for every student based on skills. All students have strengths and need different supports.
  – Review academic data monthly – wrapped into RtI model. Grade-level data looks at Tier 1 instruction as a result of assessment. Tier 2 involves classroom data on shared google docs. Fluency measures taken regularly – are students meeting 80% meeting fluency benchmark – all done monthly. Administrators are assigned to each grade-level and they each meet with grade-level teams monthly. To review classroom data, intervention data and assessment data.
MTSS-Example One

- Tier 1 that consists of state approved curriculum – constructivist centers with differentiation
- Tier 2 is unique to our site – grade level teams work in a professional learning community at the beginning of month – look at data, identify learning target and benchmark – for groups. 30 min/day for 4 weeks and look at data.
- Tier 3 – if after tier 2 strategy does not show data change, then call parents in and talk about benchmark and where child is performing. Set up mirroring folders – learn 3 explicit targets – one minute tasks – teacher teaches parent how to do it and then both teacher and parent do intervention daily – takes data and sends home so parent can replicate and take data to return to teacher. Focus on mirroring is that both parent and teacher teaching and taking data. Agreement is that teacher and parent must do this daily and initial it is done.
MTSS-Example Two

• Academics
  – Tier 1 is a set curriculum for reading, writing, and math.
  – Tier 2 is based on individual students' needs but incorporates technology and reading and math interventions.
  – If not progressing after 3 weeks in Tier 2, add reading interventions.
  – If still not progressing, refer to SST team for SPED referral.

• Behavior
  – Simplified system because not really a need for intense behavioral interventions because of the culture of the school. We have school wide expectations that we model and practice.
  – Classes have a 1, 2, 3 system of reminders, and formal problem solving strategies, but rarely needed. Teams have engaged in formal problem solving less than 10 times a year.
MTSS-Example Three

• Tier 1 includes differentiating and scaffolding instruction, students who need more support get it from the resource specialists who help scaffold and make modifications.

• Tier 2 consists of an advisory period that students meet in for 25 min/4 days/week. All students are in an advisory class, students who need more support get interventions, those who don’t participate in silent, sustained reading. Kids who are targeted for needing additional support get extra help with things like organization or reviewing missed concepts. 2 days/week instruction is provided around developmental issues such as bullying, diversity, etc.) Voluntary math and Communication arts support is available for all students after school.

• Tier 3 reading support is done using the Read 180 program. Students who need additional math support receive additional instruction and are also paired with college student mentors that help with instruction and things like organization and note taking.
Inclusive Education

- Supports provided in general education classroom
  - There is no pull out. Sometimes small groups meet in co-taught classes, but it is not just for SPED. It is for any students. Try to avoid stigma.
  - All students get a writing coach, not just SPED

- Co-Teaching / Co-Planning Models
  - 2 teachers in every classroom (special and general education), one of which is also ESL certified
  - Grade level teachers are in teams of 5 and have a common planning time. Interventionists (SE teachers) are connected with grade level teams and their schedules allow them to be at planning times with GE and helped facilitate collaboration and planning. Co-teachers are able to create specially designed instructional strategies – creates a spillover effect for all students in the room.
    - When we do class placements our students with IEP’s are all spread out across grade level
Family & Community Engagement

- Active, sustained, integrated parent involvement
  - The school grew from parent advocates. Parents lead the way and help engage other families. Conferences 2x/year for parents. Parents involved in site council, and parent council. Family events (such as family literacy night), current families reach out to new families. Room parents.
  - Coffee and dialogue with parents every Thursday. Tuesday nights are targeted events, such as Black Excellence, targeted dinners for Spanish speaking families. We also have a welcoming group for non-traditional family configurations. 50% of the site council is parent representatives.

- Connections with community, especially community resources
  - Mentoring programs
  - 4-H, art centers, local universities, businesses
  - Volunteering – food pantry, prevention organizations
School Climate

• Principal Leadership
  – “[Principal] makes a huge difference in how the culture of this school is. I’ve heard parents say wherever [principal] goes, I will go. You don’t hear that about a lot of principals. I think they have to be shown it can work if you’re willing to share the power.”

• Sense of Community
  – “The teacher told them, you know, this is a family. We have each other’s backs. And they love - they were like a little family. And it was - it was different. And they were accepting. Not only were they accepting of everyone in their class, but they were more accepting with other children also. And I just felt that to be a good tool that the teacher was teaching them. You know, because we’re all different and we’re all - you know, there’s different ranges of people and I just felt that, she was teaching them that.

• Engagement
  – “People here seem to be happy to come to work. I mean some of them are out greeting the kids when they come in there, they're usually standing outside their classroom, you know, good morning, good morning, they're high-fiving them or hugging them when they're leaving, that's pretty, pretty huge. It's not like this day's over, oh, thank God. You know.”

• Teacher Relationships
  – Teams hold daily debriefing meetings where each practitioner identifies a success, challenge, and action for serving students better tomorrow. Debriefing develops shared responsibility and accountability between practitioners. It provides a daily forum to work together to develop and implement innovative curriculum and instructional strategies for all students. Grade-level teams co-plan, co-assess, and co-teach.
District Support

• In some cases district push for inclusion, in others school push with some degree of support from the district
  – “Blurring the lines between general and special education is a district focus – you should not be able to see who has a disability.”
  – “Yes, at first it took awhile, but when they saw the results they came on board and took notice. For example, we convinced the district to let us use a different grade system based on effort and grade level, not A-F grades.”

• Sometimes, creative work-arounds are needed
  – “District assigns us a self-contained teacher – chose to use her as a co-teach teacher – may use her for support for a child with a lot of difficulty. No self-contained room anymore.”
Lessons Learned...so far

- The school context strongly influences what specific practices are useful and appropriate for building integrated schools, but there are general principals
  - Administrative Leadership
  - MTSS
  - Integrated Education
  - Family and Community Engagement
  - Inclusive Policy Structure and Practice
Fox Prairie Exemplar

- Fox Prairie Story
- How they define success?
- Examples of putting it in practice
Putting It Into Practice

MASTER SCHEDULE
Student received Tier II reading intervention throughout the school year (CS). Strategies used: Listening Passage Preview, Click or Clunk, 5 days per week.

Student received Tier II reading intervention in the beginning of the school year. Beginning in January, he moved to Tier III reading intervention- small group, 3 days per week. Strategies used: Listening Passage Preview, Click or Clunk. In April, we added him to Read Live group, which increased his total reading intervention time to 5 days per week (GM).

Student received Tier II reading intervention throughout the school year (FH). Strategy used: Listening Passage Preview, 5 days per week.
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**Kdg**

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- **Recess** (11:25 - 11:45)
- **Recess** (11:00 - 11:25)
- **Intervention** (1:55 - 2:45)
- **Recess** (2:45 - 3:05)

**1st**

- **Encore** (9:00 - 9:50)
- **Lunch** (11:05 - 11:30)
- **Recess** (11:30 - 11:50)
- **Intervention** (11:50 - 12:40)
- **Recess** (1:05 - 1:30)
- **Encore** (1:20 - 2:10)

**2nd**

- **Intervention** (8:10 - 9:00)
- **Lunch** (11:15 - 11:40)
- **Recess** (11:40 - 12:00)
- **Encore** (12:30 - 1:20)
- **Recess** (1:20 - 1:50)

**3rd**

- **Intervention** (9:00 - 9:50)
- **Recess** (9:50 - 10:10)
- **Lunch** (11:30 - 11:55)
- **Encore** (1:20 - 2:10)

**4th**

- **Encore** (8:10 - 9:00)
- **Intervention** (10:15 - 11:05)
- **Recess** (11:15 - 11:35)
- **Lunch** (11:35 - 12:00)
- **Recess** (1:10 - 1:30)

**5th**

- **Recess** (9:30 - 10:50)
- **Recess** (11:00 - 11:20)
- **Lunch** (11:20 - 11:45)
- **Intervention** (1:15 - 2:05)
- **Encore** (2:10 - 3:00)
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Collaborative Planning

5th grade Reading Intervention Model: Co-Planning and Teaching

SET (Student Enrichment Time)

- Purpose: Each child gets what s/he needs, when s/he needs it
  - “All hands on deck” approach
  - ALL students move
- 3 days/week = Literacy  2 days per week = Behavior and Math
- Weekly Collaborative Planning Meeting - Mondays, 2:15-2:45 p.m.
  - Team members:
    - 5th grade classroom teachers and 5th grade paraprofessional
    - PST staff: Reading Specialists, Learning Strategist, Psychologist, Speech/Language Pathologist, ESL Learning Strategist, TAG Learning Strategist, ESL paraprofessional
    - Librarian
    - Principal (when needed)
  - Tasks: Discuss each child needing Tier II and Tier III interventions
  - Move or increase intensity as needed
  - Current data used to inform instruction (weekly Planning Meeting checks)
- Parents informed regularly of changes.
  - Some parents were trained to deliver interventions (school & home)

http://www.go.solution-tree.com/literacy
Collaborative Teaching

Station #1: Complete JP 376 & 576

**Volume of Cylinders and Prisms**

1. Find the volume of each cylinder.
   
   height = 9 in.
   area of base = 10 in²
   
   Volume = ___ in³
   Volume = ___ cm³

   **Reminder:** The same formula $(V = Bh)$ may be used to find the volume of a prism and the volume of a cylinder.

   a. Find the volume of each washtub. Then determine which washtub has the largest capacity and which one has the smallest.

   height = 16 in.
   radius = 6 in.
   
   Volume = ___ in³
   Volume = ___ in³

   **TEACHER LED STATION**

Station #2: One round of xtra math

**Place value practice**

http://www.aaastudy.com/g5_31ax1.htm

**TEACHER LED STATION**

Station #3: Complete JP 377 & 578

**A Mental Calculation Strategy**

1. Add or subtract.
   
   $-22 + 12 = __$

   2. When you multiply mentally, sometimes it is helpful to divide a single factor or the other factor.

   **TEACHER LED STATION**

Station #4: PEER LED STATION

**Play 3-D Shape Sort**

**Materials:** 1 set of 3-D Shape Sort Shape Cards (Math Masters, p. 577)

1. Sort the 3-D Shape Cards by the number of vertices, edges, and faces.

   **SMARTBoard/COMPUTER STATION**

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5th Grade Data Summary: Fox Prairie

DIBELS Oral Reading Fluency

DAZE Reading Comprehension
## PBIS-Implementing Tier 1 With Fidelity

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<th>Class</th>
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<th>I was respectful to others</th>
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<td>Science/Social Studies</td>
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I cooled down all by myself [ ] [ ] [ ]

Morning Reward? [ ]

Afternoon Reward? [ ]
TRANSFORMING EDUCATION

SWIFT is a national K-8 center that provides academic and behavioral support to promote the learning and academic achievement of all students, including those with the most extensive needs.

OUR PURPOSE
Thank You For Your Time

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