

## Learning for All, All for Learning Year 2

**Principal Name:** Meg Welch

**School Name:** Weston Elementary

**Team Members' Names:** Mary Flynn & Traci Gue

**Principal's Email Contact:** mwelch@gcsc.k12.in.us

### **Background Leading to Our Inquiry (Slide 2)**

During the Summer of 2021, Greenfield-Central Schools Leadership Team held a Leadership Retreat with Dr. Marilyn Friend who presented on the topic of intentional co-teaching relationships between Special Education and General Education teachers in the classroom. The goal being to adopt a co-teaching model in all buildings district-wide. The summer of 2021 administration was informed they would be adding one additional special education teacher to their building for the 2021-2022 school year. This impactful shift would allow each elementary building two SPED teachers per building.

Due to the lack of significant measurable growth district-wide in our SPED population, the desire to provide stronger instruction in the general education setting for all learners emerged and became a focus topic during the 2021-2022 school year. With the additional SPED staff available to serve students, this opened up the opportunity for stronger co-teaching partnerships at Weston Elementary. Therefore, a strategic move was made toward a more inclusive model which would allow for greater support in the general education setting for all learners.

The goal became clear to begin a focus on co-teaching to improve the academic gains of all students which clearly reflects Greenfield-Central's overall mission statement: Learning for All, All for learning. The greatest challenge became apparent when administrators were posed with the challenge of finding weekly common planning time for general education and special education teachers. The secondary challenge was to support staff in learning the methods of instruction in co-teaching models and preparing them for a successful launch for the 2022-2023 school-year.

### **The Purpose of Our Inquiry (Slide 3)**

Therefore, the purpose of our action inquiry was to provide instructional strategies and support in the general education setting to meet the needs of all learners building wide, with an intentional focus on co-teaching.

### **Our Wondering (Slide 4)**

With this purpose we wondered, “Would co-planning and co-teaching between our Special Education teachers and the General Education teachers at third grade level increase student academic performance?”

### **Our Actions (Slide 5)**

To gain insight into our wonders we started the process of setting up schedules and class lists to support our work for implementation during the 2022-2023 school year. Beginning in April, 2022 the principal, social worker, instructional coach, and teachers collaborated on class lists with intentional focus on clustering our SPED students based on their area of eligibility. During the summer planning months the principal, in collaboration with the aforementioned team created the master schedule which provided explicit weekly co-planning time with SPED and general education teachers for an hour each week. The General and Special Education teachers investigated co-teaching styles. They determined a co-teaching style that worked for their subject, classroom, and comfort level to initially start this process.

After the school year started, the principal and instructional coach began to monitor weekly co-planning sessions with teachers and found we needed to make some easy adjustments to the master schedule in order to better structure the co-planning sessions and focus on planning. During the months of September and October our first focus became gathering our NWEA assessment data to ensure all students projected to be below proficiency were receiving SPED or MTSS support in our building. Our second focus became the planning sessions between the teachers. The instructional coach began an ELA coaching cycle with one of the co-teaching partnerships. In order to grow in leadership, one of our SPED teachers attended a co-teaching conference. Coaching cycles continued during the months of November and December. The instructional coach shared an optional co-planning page to assist with co-planning concerns that were shared during co-planning sessions.

At the mid-year mark, NWEA data collection allowed for data mining and adjustments to student support service. In March teachers were surveyed for feedback on the co-teaching/planning model of instruction and the implementation thus far. When the IREAD-3 data arrived, PLC leaders and the leadership team met to discuss scores with the driving question, “What does our data make us wonder about Weston students?” During the last quarter of school a staff meeting was held to discuss how we could better maximize our instructional time and staff in the building. The driving question for the staff became, “What instructional shifts do we need to make during inclusion instruction to better meet the needs of our SPED population?”

**Data Collection (Slide 6)**

Data collection was conducted at the beginning of the year and the middle of the year using NWEA in the areas of reading and math. IREAD-3 data was also used looking primarily at Pass (P) and Did Not Pass (DNP).

**Our Data (Slides 7-11)**

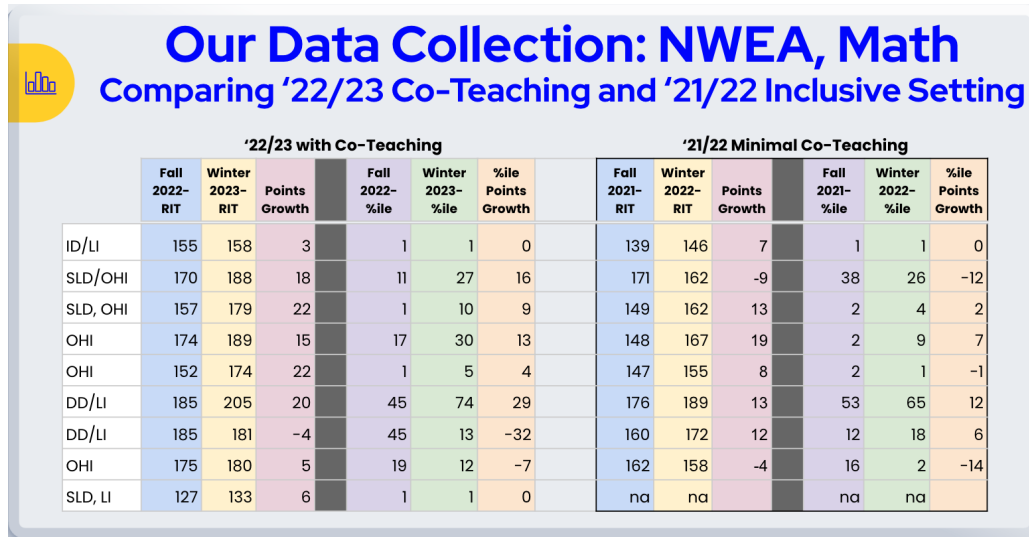
**Our Data Collection: NWEA, ELA**  
**Comparing '22/23 Co-Teaching and '21/22 Inclusive Setting**

	'22/23 with Full Co-Teaching						'21/22 Minimal Co-Teaching					
	Fall 2022-RIT	Winter 2023-RIT	Points Growth	Fall 2022-%ile	Winter 2023-%ile	%ile Points Growth	Fall 2021-RIT	Winter 2022-RIT	Points Growth	Fall 2021-%ile	Winter 2022-%ile	%ile Points Growth
SLD/LI/OHI	158	164	6	6	3	-3	153	153	0	10	3	-7
DD/LI	193	195	2	46	53	7	174	190	16	54	72	18
DD/LI	183	180	-3	34	20	-14	169	162	-7	41	10	-31
OHI	178	171	-7	2	8	6	161	168	7	23	19	-4
ID/LI	152	170	18	3	7	4	143	152	9	3	3	0
SLD, OHI	169	191	22	17	43	26	175	165	-9	57	14	-43
SLD/LI	151	154	3	19	1	-18	na	na		na	na	0
OHI	170	180	10	19	20	1	161	174	13	23	32	9
SLD/OHI	162	195	33	9	53	44	157	152	-5	16	3	-13

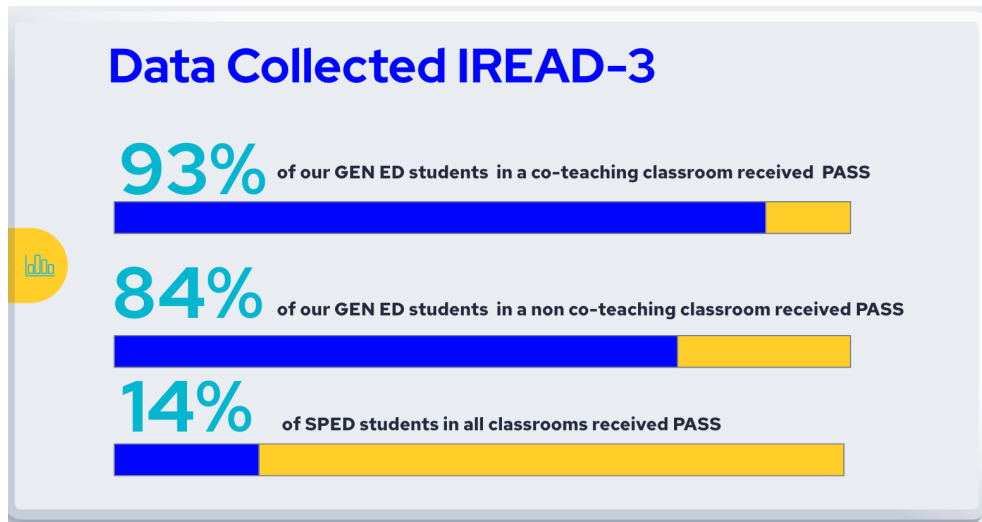
**NWEA ELA Data**

- 63% of our SPED students showed growth in a co-teaching classroom during the 22/23 school year than the previous year in a non co-teaching classroom.
- 50% of SPED ELA students showed growth in the '21-22 school year whereas
- 78% of SPED ELA students showed growth in the '22-23 school year.

## NWEA Math Data



- 75% of math SPED students showed growth in the '21-22 school year, whereas in the
- 89% of math SPED students showed growth in the '22-23 school-year.
- From Winter 2022 to Winter 2023, all Special Education students showed growth in Math. During this time, students grew 143 points for an average of 17.9 points.



- General Education students benefited from co-teaching. 93% of general education students in a co-teaching classroom passed the IREAD-3 assessment compared to 84% of general education students in a non co-teaching classroom.

### Survey Feedback and Highlights:

In order to gain feedback and areas of growth for the future of co-teaching, a survey was sent to staff members who participated in co-teaching partnerships during the 2022-2023 school year. Teachers shared hesitations and celebrations as part of the survey data collection. Listed below are quotes from the hesitations shared.

### **Hesitations:**

- “If I had to choose the biggest.... It’s “letting go” and putting my confidence in our co-planning and in having other educators teaching my students effectively.”
- “I am new to co-teaching so my concern is that I am not doing the best job at it or being as successful as I could be. This year has been successful and the two of us work together very well so I would hope that would continue no matter who the co-teacher pair would be going forward.”
- “It has been a lot of extra work on my end and a lot of time spent outside of school trying to get things together for my class with little assistance.”

### **Celebrations:**

- “It was also hard at the beginning of the year to get to know each other’s teaching styles and what we were expecting from each other. We spent quite a bit of time planning, but now we have a good system and are able to plan pretty quickly.”
- “It is important to make it a priority for all students.”
- “Inclusion classrooms provide all students the access to the same curriculum and materials. I think all students can benefit from inclusion.”
- “Doing what is best for the child. Some of my students struggle with math, and with our stations we only have a small group of 5-6 students. This makes learning much more individualized and personal.”

### **Our Discoveries (Slide 12)**

· Learning Statement One: In classrooms where co-teaching took place more general education students passed the IREAD-3 than in non co-teaching classrooms.

· Learning Statement Two: A majority (64%) of student’s NWEA scores improved in classrooms where students experienced co-teaching than in non co-teaching classrooms.

In classrooms where co-teaching took place, more general education students passed the IREAD-3 than in non co-teaching classrooms. With the changes in our master schedule, The general education and the special education teacher were able to dive deeper into grade level priority standards. Their work consisted of looking at the current data to narrow down specific

student needs. They then collaborated with each other to provide any modifications or accommodations the students needed. This allowed all students to receive the instruction at their current level. With this being the first year of full implementation, there is still work to be done in regards to best meeting the needs of our students. We will continue to work on our master schedule, co-teaching models, and monitor progress through formative and summative assessments.

A majority of (64%) of student's NWEA scores improved in classrooms where students experienced co-teaching than in non co-teaching classrooms. We discovered that classrooms with an inclusion model showed more student success than those that did not. Students were able to have more explicit small group instruction. In the future, we hope to be able to provide more inclusion support to all classrooms by maximizing the time in our master schedule.

### **Where We Are Headed Next (Slide 13-14)**

- Update our master schedule
- Began work at the April staff meeting to determine a school-wide goal for the remainder of the 2022-2023 school year and continue next year
- Using common summative and formative assessments through Amplify
- Onboarding at the beginning of the year with principal and instructional coach with co-teaching staff members
- Insert determined goal from staff meeting
- Using common summative and formative assessments through Amplify

### **Bibliography (Slide- NA)**



# Learning for All All for Learning

*Weston Elementary*

Principal: Meg Welch

Teachers: Mary Flynn & Traci Gue

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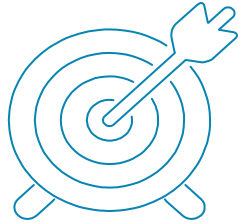


# Background to Inquiry

- Summer 2021 Greenfield-Central Leadership Retreat: Intentional focus on adopting a co-teaching model in all buildings
- 2021-2022 school year- each GC elementary building added one additional special education teacher (2 total/building)
- Noticing lack of significant measurable growth in our SPED population
- Desire to provide support in general education setting for all learners
- A strategic move toward a more inclusive model
- Challenge: co-teaching support posed the challenge of finding common planning time and learning ways to co-teach



# Purpose of Inquiry



Provide instructional strategies and support in the general education setting to meet the needs of all learners building wide, with an intentional focus on co-teaching.



# Our Action Steps



## Spring 2022

Principal, social worker, coach, and teachers collaborated on class lists-clustering SPED students

## July 2022

Created master schedule providing explicit weekly co-planning time with SPED and general education teachers

## September-October 2022

\* Gathered assessment data using NWEA ensuring all students projected below proficiency were receiving SPED or MTSS support  
\*Coach began ELA coaching cycles  
\*SPED teacher attended co-teaching conference

## January- February 2023

NWEA data collection allowed for data mining and adjustments to student support

## April 2023

Staff meeting to discuss how we can better maximize our instructional time & staff. What instructional shifts do we need to make during inclusion to better meet the needs of our Sped population?

## August 2022

Monitored weekly co-planning sessions with teachers, SPED and coach adjusting as needed

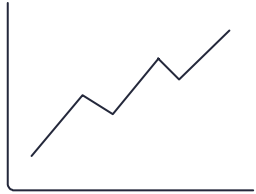
## November- December 2022

Coaching cycles continued. Coach shared a co-planning page to assist with co-planning concerns shared

## March 2023

Surveyed teachers for feedback on co-teaching/planning model of instruction. PLC leads & leadership met to discuss IREAD 3 scores asking, "What does our data make us wonder about?"

# Data Collection



- ELA NWEA
- Math NWEA
- IREAD-3
- Third Quarter Teacher Feedback Survey





# Our Data Collection: NWEA, ELA

## Comparing '22/23 Co-Teaching and '21/22 Inclusive Setting

'22/23 with Full Co-Teaching

'21/22 Minimal Co-Teaching

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## Comparing '22/23 Co-Teaching and '21/22 Inclusive Setting

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DD/LI	185	181	-4		45	13	-32		160	172	12		12	18	6
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SLD, LI	127	133	6		1	1	0		na	na			na	na	

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# Data Collected IREAD-3

**93%** of our GEN ED students in a co-teaching classroom received PASS



**84%** of our GEN ED students in a non co-teaching classroom received PASS



**14%** of SPED students in all classrooms received PASS





# Teacher Feedback: Celebrations

- “It was also hard at the beginning of the year to get to know each other’s teaching styles and what we were expecting from each other. We spent quite a bit of time planning, but now we have a good system and are able to plan pretty quickly.”
- “It is important to make it a priority for all students.”
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# Teacher Feedback: Hesitations

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- “It has been a lot of extra work on my end and a lot of time spent outside of school trying to get things together for my class with little assistance. ”



# Our Discoveries

## Gen Ed Impact

In classrooms where co-teaching took place more general education students passed the IREAD-3 than in non co-teaching classrooms.

## NWEA Growth

A majority of scores improved in classrooms where students experienced co-teaching than in non co-teaching classrooms.



# Where We Are Heading Next

- Update our master schedule
- Create a schoolwide goal during May 2023 staff meeting
- Use common summative and formative assessments through Amplify
- Onboard at the beginning of the year with principal and instructional coach with co-teaching staff members

