

## **Anderson One Efforts to Close Learning Gaps for Students with Special Needs**

Anderson One's Special Education report card for the past three years indicates that our students with special needs consistently score above the state average in % of Proficient and Advanced on SC Ready (SC's 3-8 state assessment). Nonetheless, as Anderson One has worked to imbed the culture of collaboration across the district, specific and targeted efforts have been made to fully connect special education teachers with general education collaborative teams. The primary goal of our special education focus is to ensure that students with learning challenges are not excluded from the goal of ALL students learning at high levels. Here are some efforts for the 2022 and 2023 academic years that have supported that effort.

1. Special Education teachers were trained in or involved in the selection of Essential Standards used in the general education classrooms.
2. Elementary Special Education teachers were included in the review of K-5 Essential Standards in Math and ELA.
3. Students with profound learning challenges are instructed in self-contained special education classrooms. Essential standards and learning targets were created for each self-contained class and will be included as part of a student's learning goals in his/her IEP.
4. Special Education teachers received training on the 4 Critical Questions used by PLC collaborative teams
5. Common curriculum purchased for LD self-contained classes to create CFA's and CSA's in order to reduce learning gaps for Grades 3-5
6. LD Self-Contained Grades 3-5 Long Range Plan with Monthly Collaboration
  - CFA's in reading and math
  - CSA's in reading and math
7. 2-Day *Yes We Can!* Workshop (Nov. 2022)
  - SPED instructional coach
  - One elementary resource teacher
  - One middle school resource teacher
8. Tights for 2023 in ASD1 SPED
  - Understand Essential Standards
  - Develop a Grade-Level goal for Resource students K-12
  - Ensure schedules support uninterrupted core (Tier 1) instruction

- Ensure that special education teachers are fully aware of the PLC process and their role in it
9. Purchase of *Yes We Can!* books for resource teachers K-12 in the district
10. Solution Tree Associate Workshop: **Kimberly Salomonson** (Yes We Can!)
- January 13, 2023
  - Resource teachers K-12
  - School Psychologists/SPED director invited
11. Elementary discussions with STAR data
- January 31, 2023
  - Met with Principals and Assistant Principals to present the message of grade-level IEP goals
  - *Yes We Can!* Books provided to elementary administrators
  - Encouraged the inclusion of special education teachers on collaborative teams for the future (revisiting schedules, out of the box thinking)
  - Brainstormed/Shared ideas of how to incorporate special education teacher
12. Annual Review Compliance Training Feb, 8, 9, 15, 16, and 22
- Resource Teachers K-12: expectations to write one grade-level goal
  - Self-Contained Teachers K-12: encouraged to increase the rigor of IEP goals using the essential standards agreed upon to reduce learning gaps
  - No students should be pulled to miss any Tier 1 instruction
  - Teachers encouraged to find ways to collaborate with general education teachers: PLC collaboration, email, shared journals, or shared drives
  - Provided resources for IEP goal development and scaffolding grade-level texts
  - Encouraged a broader continuum of services with more inclusion for all students (resource and self-contained)
13. Visit to model PLC school (White Elementary) on February 27, 2023
- SPED Instructional Coach–2nd visit
  - Two resource teachers to observe the co-teaching/inclusion model with minimal pull-out services
  - Observed the structure of meeting Tier 1, 2, and 3 instructional needs in the general education classroom
14. *Six Shifts to Improve Special Education and Other Interventions* by Nathan Levenson, 2020
- Teachers and administrators are currently examining this text together

For the future:

- SpEd teachers will continue to collaborate with general education teachers to secure the collective commitment that special education students are general ed students/“our students” (Collective Responsibility)
- High expectations written into the IEP with grade-level goals (adding one each year per subject area)
- Determine the effectiveness of co-teaching in our general education classrooms and clarify roles (provide training in areas of need).
- Ensure planning time is allocated for co-teachers
- Empower general and special education teachers to teach struggling students how to navigate on grade-level text
- Develop learning progressions/targets towards grade-level standards
- Ensure the use of common language when speaking about Tier 1,2, and 3 instruction and who is responsible for each
- Continue to develop rigorous CFAs and CSAs and prepare students by front loading difficult vocabulary
- Continue to unpack standards and create Learning Targets to support on-grade-level goals
- Create a bank of instructional Strategies to empower the general and special education teachers in our district
- Teach students how to wrestle with more-challenging texts—a mix of comfort and challenge/complex yet comprehensible