

Mokena District #159 Data Review and Analysis

Data was collected through two sources; personal interviews and completion of the Inclusive Practices Reflection Tool (IPRT)

- 51 in-person interviews were conducted over the course of two school days. Of those interviews, the following distribution of positions occurred:
 - General education teachers - 15
 - Special education teachers - 11
 - Support/Other (*i.e., paraprofessional, social worker, psychologist, speech*) - 8
 - Families-17
- 44 IPRTs were collected with the following distribution of positions:
 - General education teachers - 10
 - Special education teachers - 13
 - Support/Other (*i.e., paraprofessional, social worker, psychologist, speech*) - 6
 - Families-15

The data was disaggregated using these sub-categories (*i.e., District, school, positional data*) to provide a robust data set allowing analysis with a district lens, building level view and by position. Each category is essential to establish and create a full and robust snapshot of existing practices in Mokena District #159.

Inclusive Practices Reflection Tool (IPRT)

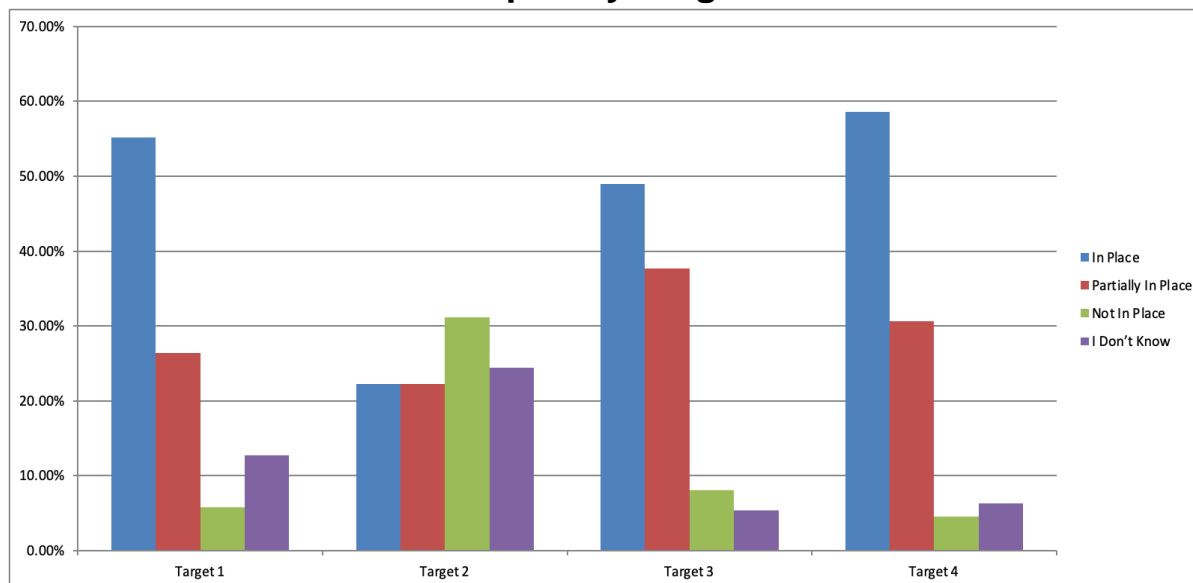
The IPRT is a self-assessment tool typically taken annually by the entire district staff to assist with planning and assessing supports necessary for Least Restrictive Environment in a school. It was developed in 2011 in partnership with Loyola University et al. Each area is rated on a 4-point Likert scale that consists of the following response categories: 1) I don't know, 2) not in place, 3) partially in place, and 4) in place. Each item is also rated as a high, medium, or low priority. The IPRT information facilitates implementation of practices district wide to create the environment necessary to educate students in general education classes. Districts use the data to support development of appropriate goals to embed in the District and School Improvement Plans.

The Targets Areas of the Inclusive Practices Reflection Tool

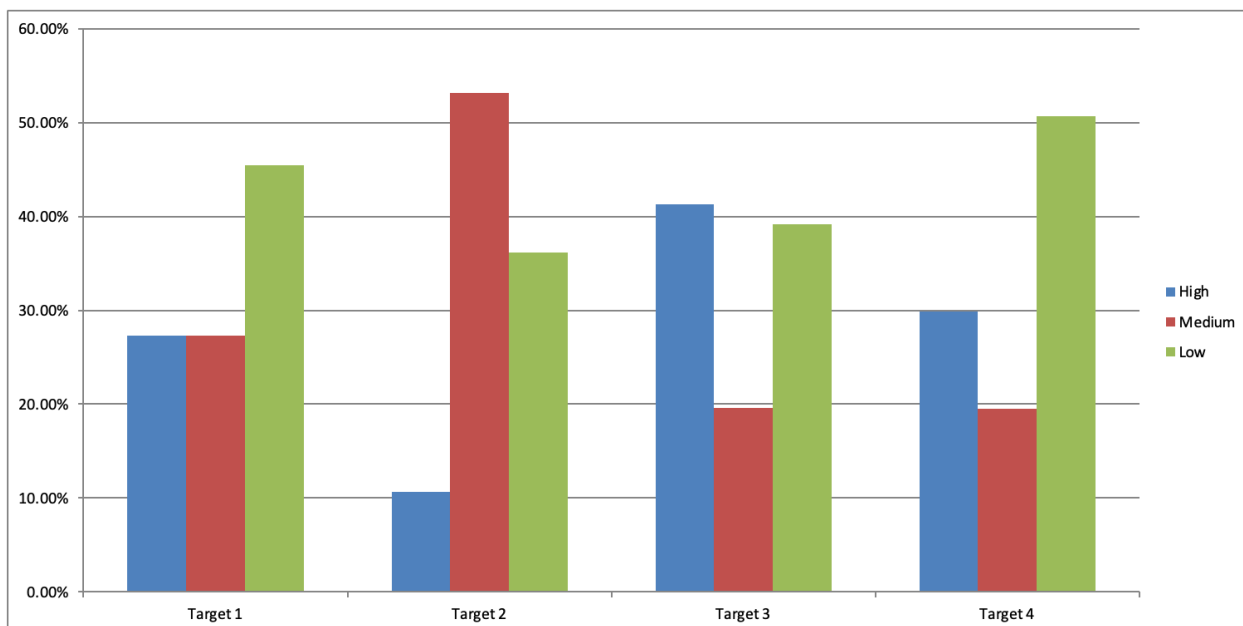
- **Target 1:** District is committed to system change and developing an effective educational system for all students
- **Target 2:** Schools make concentrated and ongoing efforts to partner with family members and other community members
- **Target 3:** All students are members of the general education community and are supported by and have access to all of the school's resources
- **Target 4:** Schools develop and use data systems for decision making and problem solving

DISTRICT IPRT DATA

District Current Status Grouped by Target



District Priority For Improvement Grouped by Target



Target Key:

Target 1 – System change & system structures

Target 2 – Family partnerships

Target 3 – Access & Equity

Target 4 – Data systems

Mokena District Numbers Totals

Current Status				Category	Priority for Improvement		
In Place	Partially In Place	Not In Place	I Don't Know		High	Medium	Low
134	64	14	31	Target 1	51	51	85
30	30	42	33	Target 2	10	50	34
91	70	15	10	Target 3	57	27	54
65	34	5	7	Target 4	23	15	39
320	198	76	81	Grand Total	141	143	212

Mokena District Percentage Totals

Current Status				Category	Priority for Improvement		
In Place	Partially In Place	Not In Place	I Don't Know		High	Medium	Low
55.14%	26.34%	5.76%	12.76%	Target 1	27.27%	27.27%	45.45%
22.22%	22.22%	31.11%	24.44%	Target 2	10.64%	53.19%	36.17%
48.92%	37.63%	8.06%	5.38%	Target 3	41.30%	19.57%	39.13%
58.56%	30.63%	4.50%	6.31%	Target 4	29.87%	19.48%	50.65%

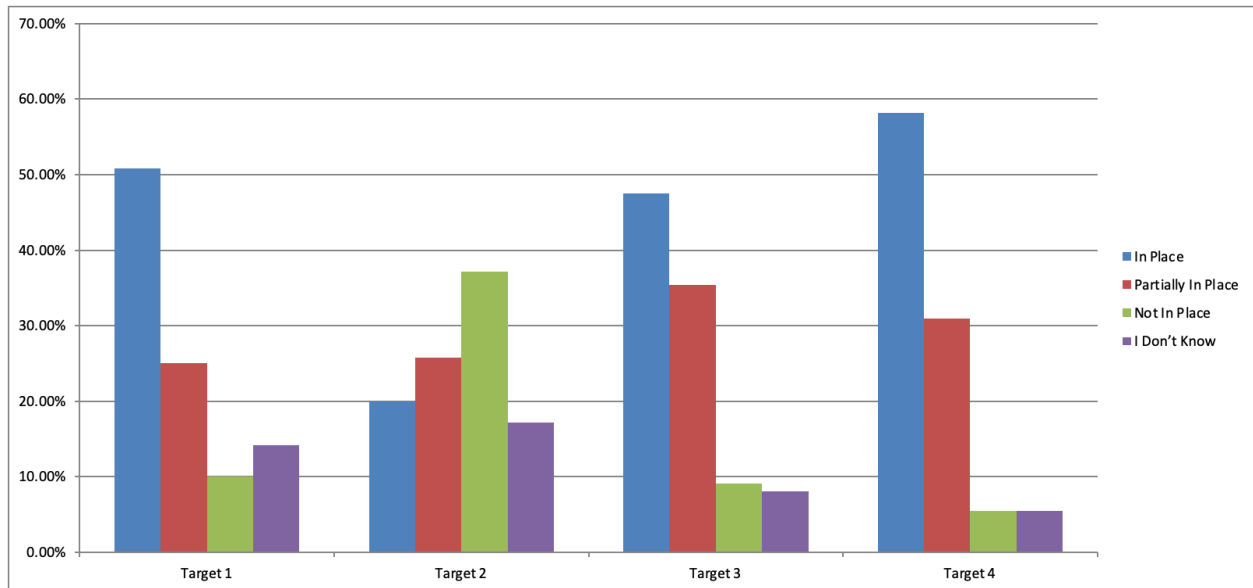
District IPRT Data Synthesis

Target 3 (All students are supported and members of the gen ed community) has the highest priority for improvement at 41.30% and of those surveyed nearly 50% believe it is in place.

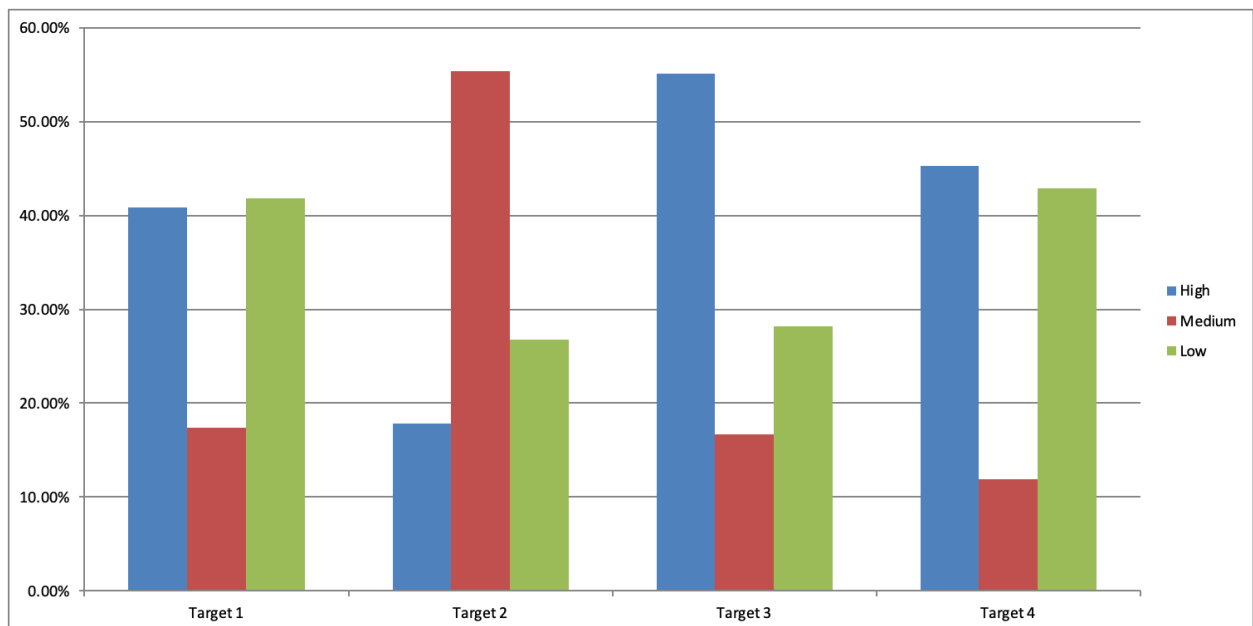
Target 4 (Data systems and decision making) has the highest percentage of items in place at 58.56%, with a moderate priority need for improvement at 29.87%.

MOKENA ELEMENTARY DATA

Mokena Elementary Status Grouped by Target



Mokena Elementary Priority For Improvement Targeted by Group



Target Key:

Target 1 – System change & system structures

Target 2 – Family partnerships

Target 3 – Access & Equity

Target 4 – Data systems

Mokena Elementary Numbers Total

Current Status				Category	Priority for Improvement		
In Place	Partially In Place	Not In Place	I Don't Know		High	Medium	Low
61	30	12	17	Target 1	40	17	41
14	18	26	12	Target 2	10	31	15
47	35	9	8	Target 3	43	13	22
32	17	3	3	Target 4	19	5	18
154	100	50	40	Grand Total	112	66	96

Mokena Elementary Percentage Totals

Current Status				Category	Priority for Improvement		
In Place	Partially In Place	Not In Place	I Don't Know		High	Medium	Low
50.83%	25.00%	10.00%	14.17%	Target 1	40.82%	17.35%	41.84%
20.00%	25.71%	37.14%	17.14%	Target 2	17.86%	55.36%	26.79%
47.47%	35.35%	9.09%	8.08%	Target 3	55.13%	16.67%	28.21%
58.18%	30.91%	5.45%	5.45%	Target 4	45.24%	11.90%	42.86%

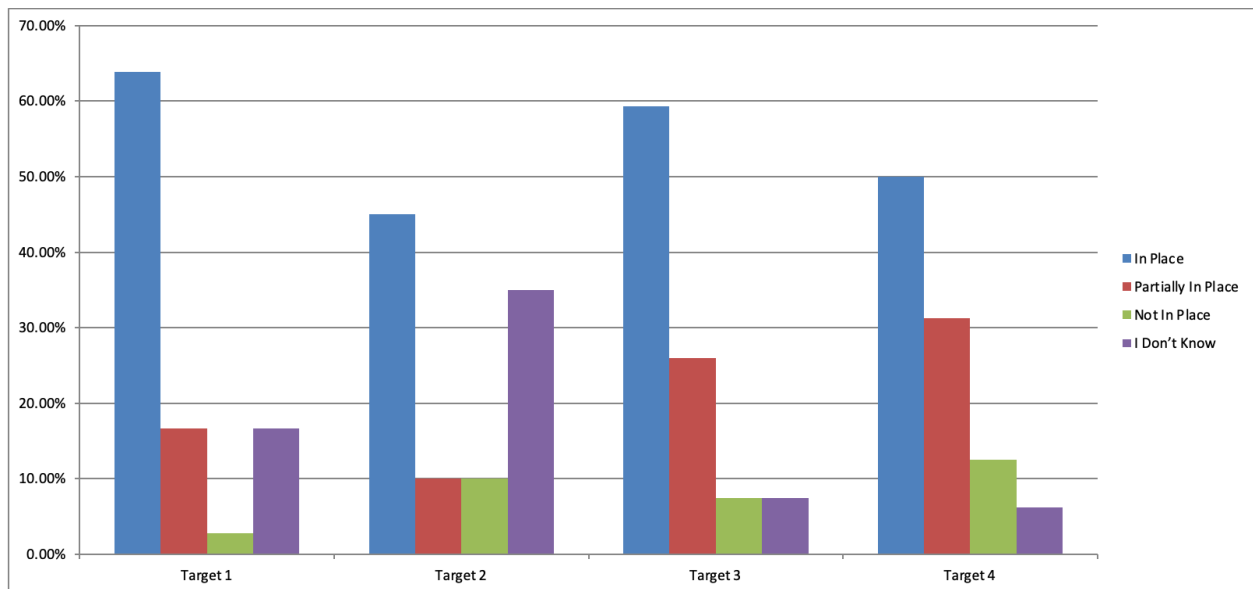
Mokena Elementary IPRT Data Synthesis

Target 3 (All students are supported and members of the gen ed community) has the highest priority for improvement at 55.13% and of those surveyed 47.47% believe it is in place.

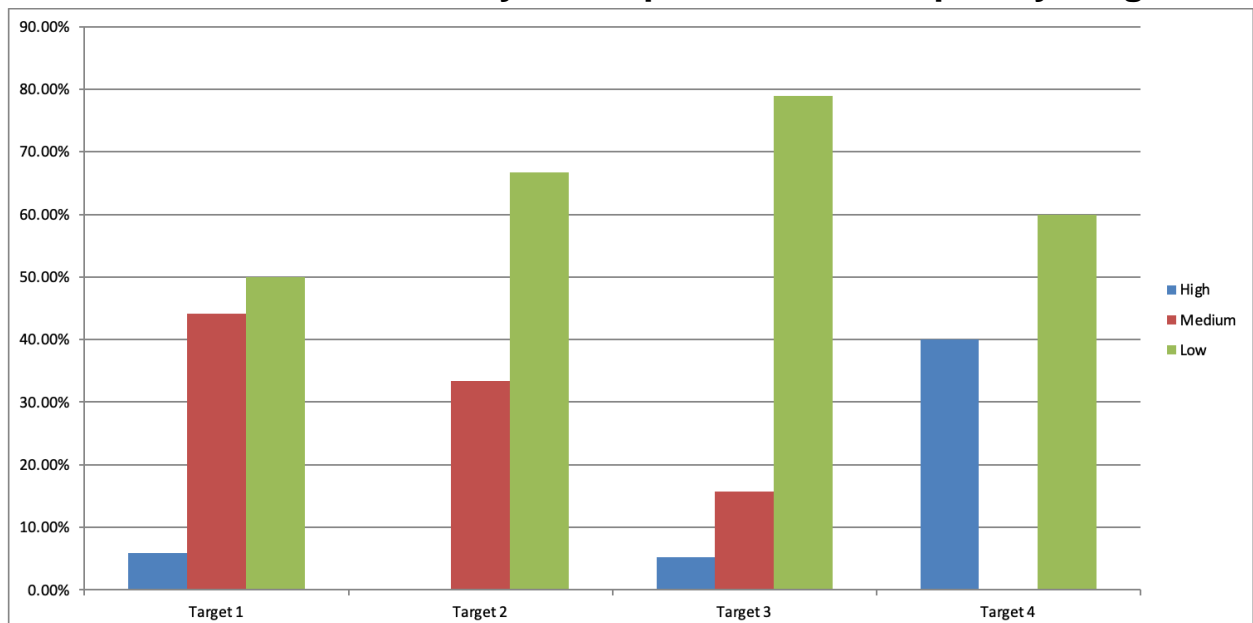
Target 4 (Data systems and decision making) has the highest percentage of items in place at 58.18% and of those surveyed 45.24% indicated it as a priority for improvement.

MOKENA INTERMEDIATE DATA

Mokena Intermediate Status Grouped by Target



Mokena Intermediate Priority For Improvement Grouped by Target



Target Key:

Target 1 – System change & system structures

Target 2 – Family partnerships

Target 3 – Access & Equity

Target 4 – Data system

Mokena Intermediate Numbers Total

Current Status				Category	Priority for Improvement		
In Place	Partially In Place	Not In Place	I Don't Know		High	Medium	Low
23	6	1	6	Target 1	2	15	17
9	2	2	7	Target 2	0	4	8
16	7	2	2	Target 3	1	3	15
8	5	2	1	Target 4	4	0	6
56	20	7	16	Grand Total	7	22	46

Mokena Intermediate Percentage Totals

Current Status				Category	Priority for Improvement		
In Place	Partially In Place	Not In Place	I Don't Know		High	Medium	Low
63.89%	16.67%	2.78%	16.67%	Target 1	5.88%	44.12%	50.00%
45.00%	10.00%	10.00%	35.00%	Target 2	0.00%	33.33%	66.67%
59.26%	25.93%	7.41%	7.41%	Target 3	5.26%	15.79%	78.95%
50.00%	31.25%	12.50%	6.25%	Target 4	40.00%	0.00%	60.00%

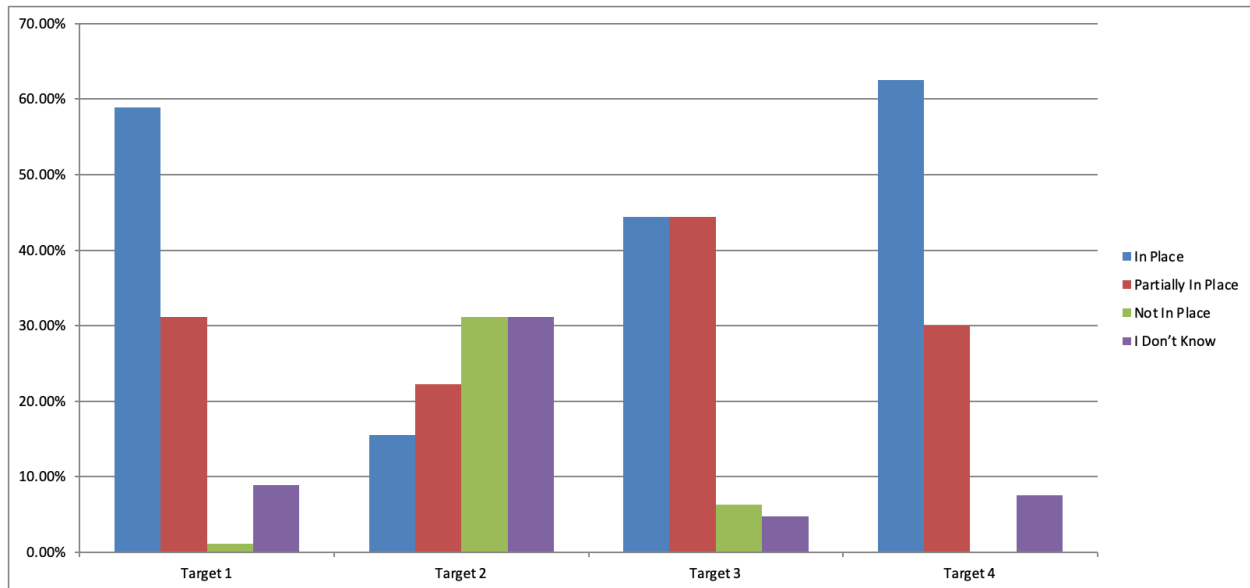
Mokena Intermediate School IPRT Data Synthesis

Target 3 (All students are supported and members of the gen ed community) has the lowest priority for improvement at 78.95% and of those surveyed 59.26% believe it is in place.

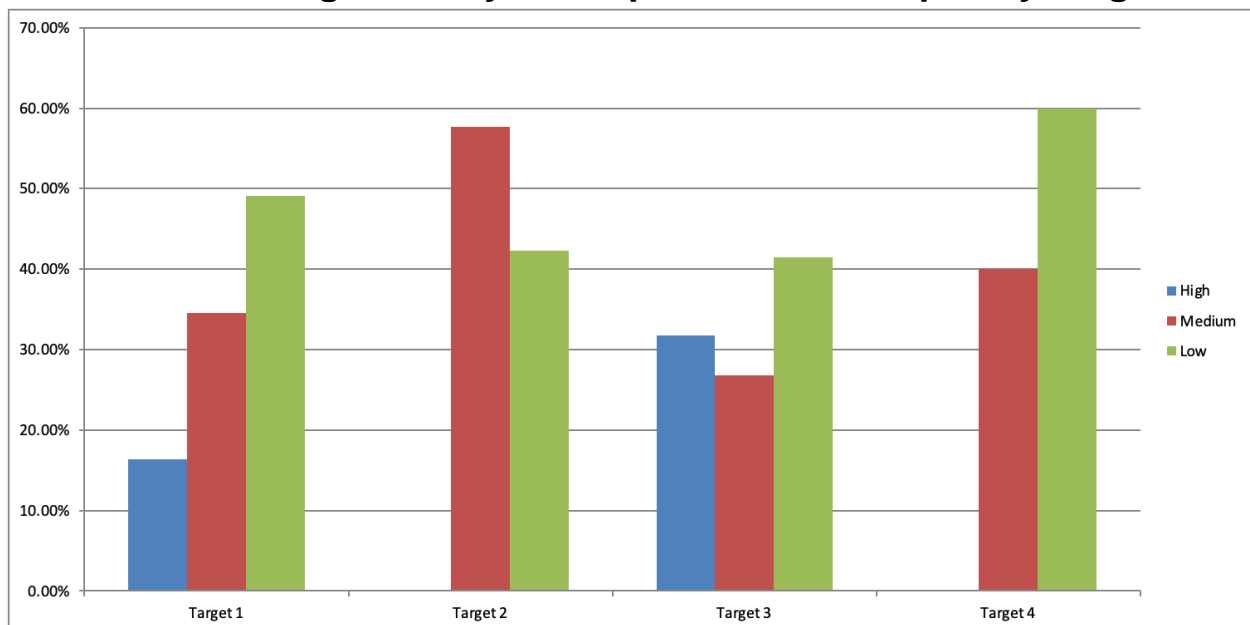
Target 4 (Data systems and decision making) has the highest priority for improvement indicated at 40% and of those surveyed 50% indicated it is in place.

MOKENA JUNIOR HIGH DATA

Mokena Junior High Current Status Grouped by Target



Mokena Junior High Priority For Improvement Grouped by Target



Target Key:

Target 1 – System change & system structures

Target 2 – Family partnerships

Target 3 – Access & Equity

Target 4 – Data systems

Mokena Junior High Numbers Total

Current Status				Category	Priority for Improvement		
In Place	Partially In Place	Not In Place	I Don't Know		High	Medium	Low
53	28	1	8	Target 1	9	19	27
7	10	14	14	Target 2	0	15	11
28	28	4	3	Target 3	13	11	17
25	12	0	3	Target 4	0	10	15
113	78	19	28	Grand Total	22	55	70

Mokena Junior High Percentage Totals

Current Status				Category	Priority for Improvement		
In Place	Partially In Place	Not In Place	I Don't Know		High	Medium	Low
58.89%	31.11%	1.11%	8.89%	Target 1	16.36%	34.55%	49.09%
15.56%	22.22%	31.11%	31.11%	Target 2	0.00%	57.69%	42.31%
44.44%	44.44%	6.35%	4.76%	Target 3	31.71%	26.83%	41.46%
62.50%	30.00%	0.00%	7.50%	Target 4	0.00%	40.00%	60.00%

Mokena Junior High School IPRT Data

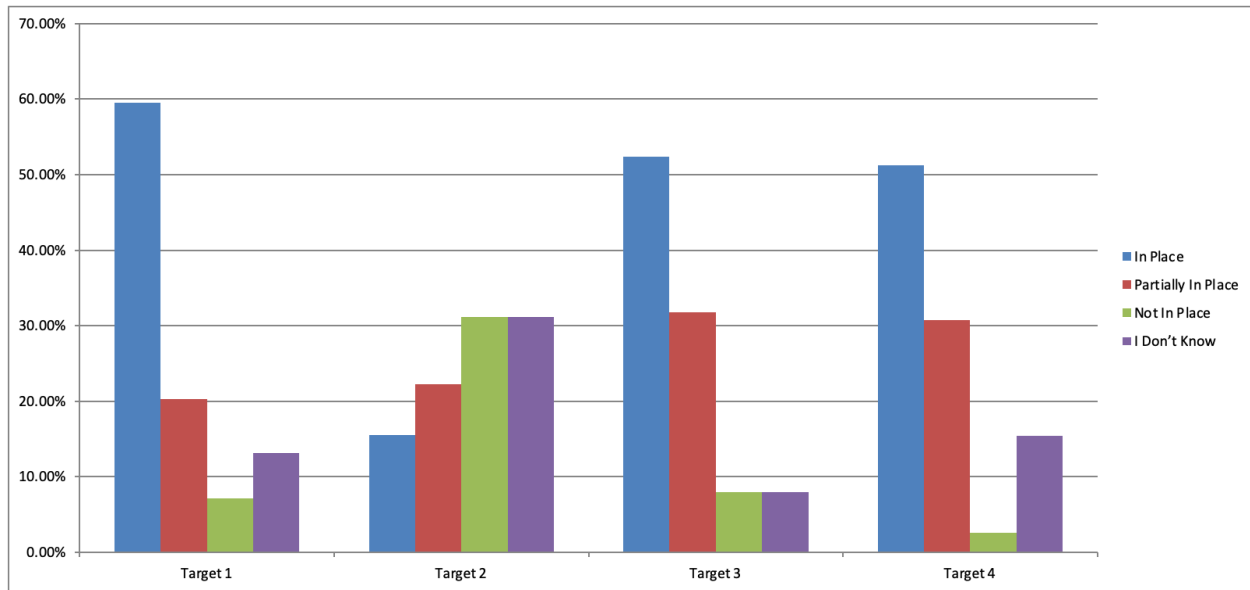
Target 3 (All students are supported and members of the gen ed community) has the highest priority for improvement at 31.71% and of those surveyed 44.44% believe it is in place.

Target 1 (District committed to system change and system for all) has the next highest priority for improvement indicated at 16.36% and of those surveyed 58.89% indicated it is in place.

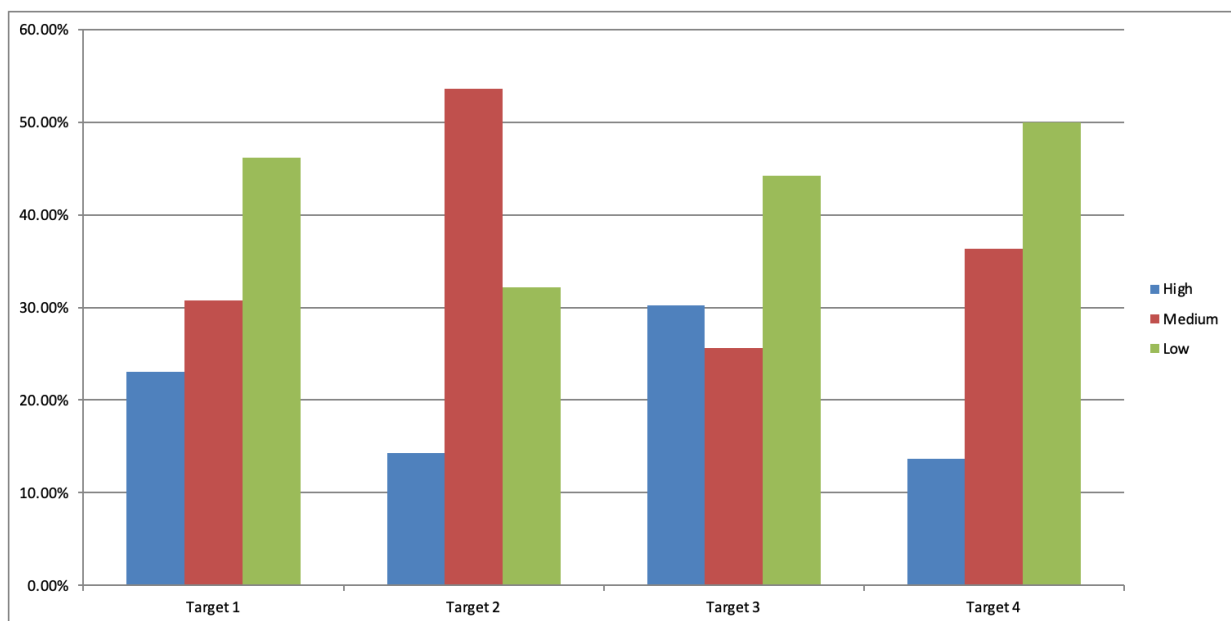
Targets 2 & 4 have no priority for improvement indicated.

GENERAL EDUCATION DATA

General Education Current Status Grouped by Target



General Education Priority For Improvement Grouped by Target



Target Key:

Target 1 – System change & system structures

Target 2 – Family partnerships

Target 3 – Access & Equity

Target 4 – Data systems

General Education Numbers Total

Current Status				Category	Priority for Improvement		
In Place	Partially In Place	Not In Place	I Don't Know		High	Medium	Low
50	17	6	11	Target 1	12	16	24
7	10	14	14	Target 2	4	15	9
33	20	5	5	Target 3	13	11	19
20	12	1	6	Target 4	3	8	11
110	59	26	36	Grand Total	32	50	63

General Education Percentage Totals

Current Status				Category	Priority for Improvement		
In Place	Partially In Place	Not In Place	I Don't Know		High	Medium	Low
59.52%	20.24%	7.14%	13.10%	Target 1	23.08%	30.77%	46.15%
15.56%	22.22%	31.11%	31.11%	Target 2	14.29%	53.57%	32.14%
52.38%	31.75%	7.94%	7.94%	Target 3	30.23%	25.58%	44.19%
51.28%	30.77%	2.56%	15.38%	Target 4	13.64%	36.36%	50.00%

General Education Staff IPRT Data Synthesis

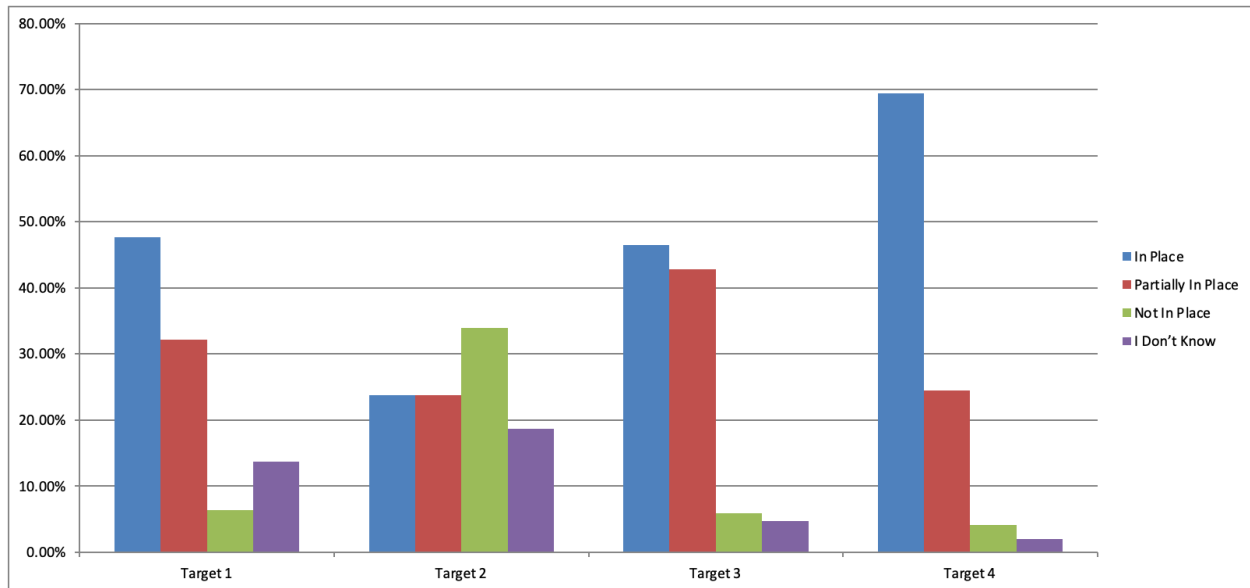
Target 3 (All students are supported and members of the gen ed community) has the highest priority for improvement at 30.23% and of those surveyed 52.38% believe it is in place.

Target 1 (District committed to system change and system for all) has the next highest priority for improvement indicated at 23.08% and of those surveyed 59.52% indicated it is in place.

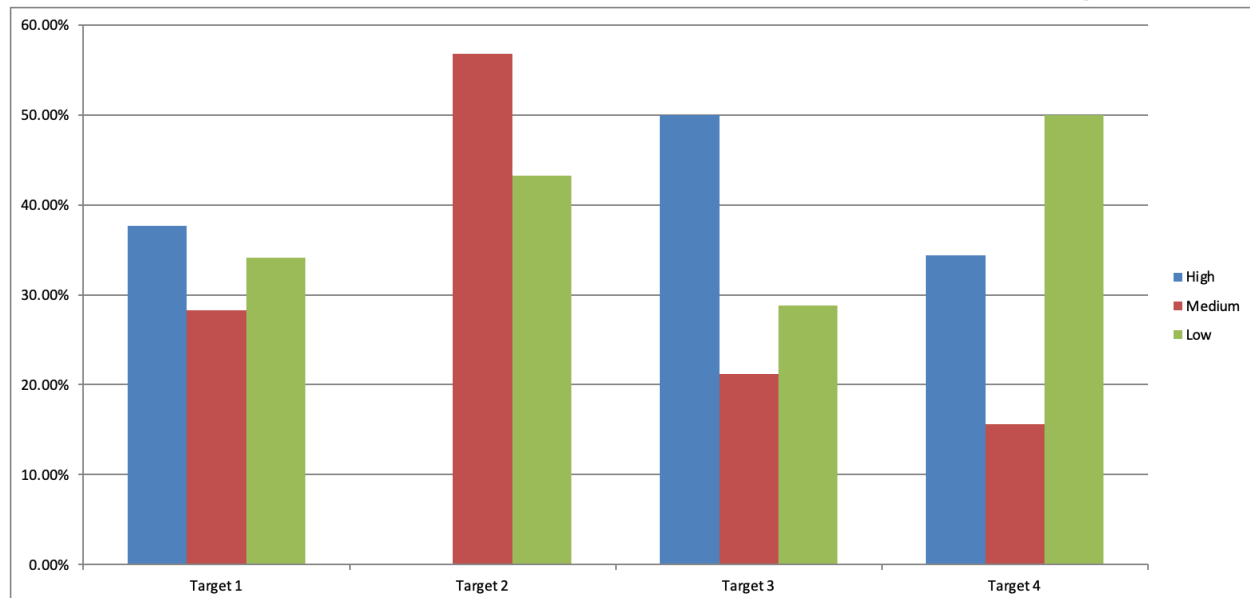
Target 2 is only indicated in place at 15.56%, it is considered a low priority by 32.12%.

SPECIAL EDUCATION DATA

Special Education Current Status Grouped by Target



Special Education Priority For Improvement Grouped by Target



Target Key:

Target 1 – System change & system structures

Target 2 – Family partnerships

Target 3 – Access & Equity

Target 4 – Data systems

Special Education Numbers Total

Current Status				Category	Priority for Improvement		
In Place	Partially In Place	Not In Place	I Don't Know		High	Medium	Low
52	35	7	15	Target 1	32	24	29
14	14	20	11	Target 2	0	21	16
39	36	5	4	Target 3	26	11	15
34	12	2	1	Target 4	11	5	16
139	97	34	31	Grand Total	69	61	76

Special Education Percentage Totals

Current Status				Category	Priority for Improvement		
In Place	Partially In Place	Not In Place	I Don't Know		High	Medium	Low
47.71%	32.11%	6.42%	13.76%	Target 1	37.65%	28.24%	34.12%
23.73%	23.73%	33.90%	18.64%	Target 2	0.00%	56.76%	43.24%
46.43%	42.86%	5.95%	4.76%	Target 3	50.00%	21.15%	28.85%
69.39%	24.49%	4.08%	2.04%	Target 4	34.38%	15.63%	50.00%

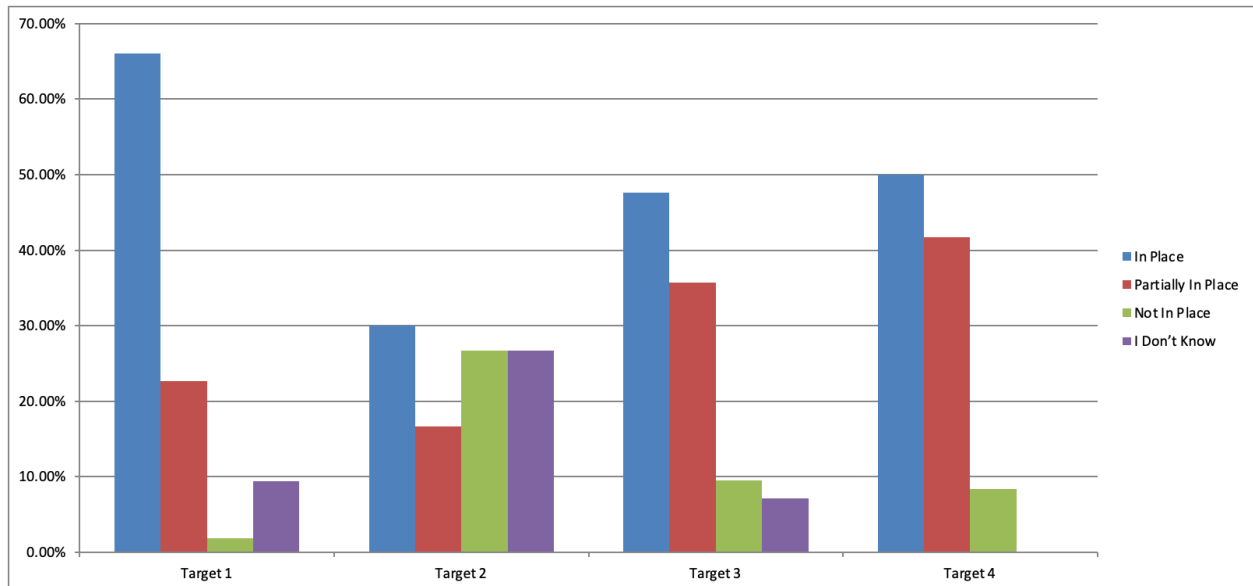
Special Education Staff IPRT Data Synthesis

Target 3 (All students are supported and members of the gen ed community) has the highest priority for improvement at 50% and of those surveyed 46.43% believe it is in place.

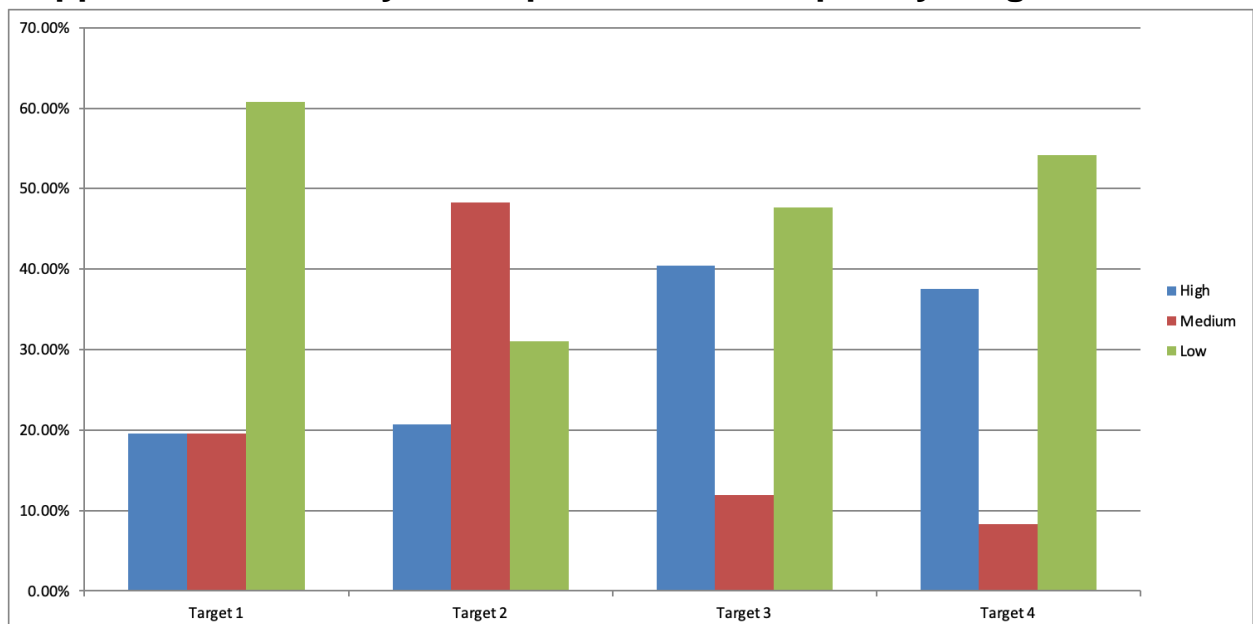
Target 1 (District committed to system change and system for all) has the next highest priority for improvement indicated at 37.65% and of those surveyed 47.71% indicated it is in place.

**SUPPORT/
OTHER
DATA**

Support/Other Current Status Grouped by Target



Support/Other Priority For Improvement Grouped by Target



Target Key:

Target 1 – System change & system structures

Target 2 – Family partnerships

Target 3 – Access & Equity

Target 4 – Data systems

Support/Other Numbers Total

Current Status				Category	Priority for Improvement		
In Place	Partially In Place	Not In Place	I Don't Know		High	Medium	Low
35	12	1	5	Target 1	10	10	31
9	5	8	8	Target 2	6	14	9
20	15	4	3	Target 3	17	5	20
12	10	2	0	Target 4	9	2	13
76	42	15	16	Grand Total	42	31	73

Support/Other Percentage Totals

Current Status				Category	Priority for Improvement		
In Place	Partially In Place	Not In Place	I Don't Know		High	Medium	Low
66.04%	22.64%	1.89%	9.43%	Target 1	19.61%	19.61%	60.78%
30.00%	16.67%	26.67%	26.67%	Target 2	20.69%	48.28%	31.03%
47.62%	35.71%	9.52%	7.14%	Target 3	40.48%	11.90%	47.62%
50.00%	41.67%	8.33%	0.00%	Target 4	37.50%	8.33%	54.17%

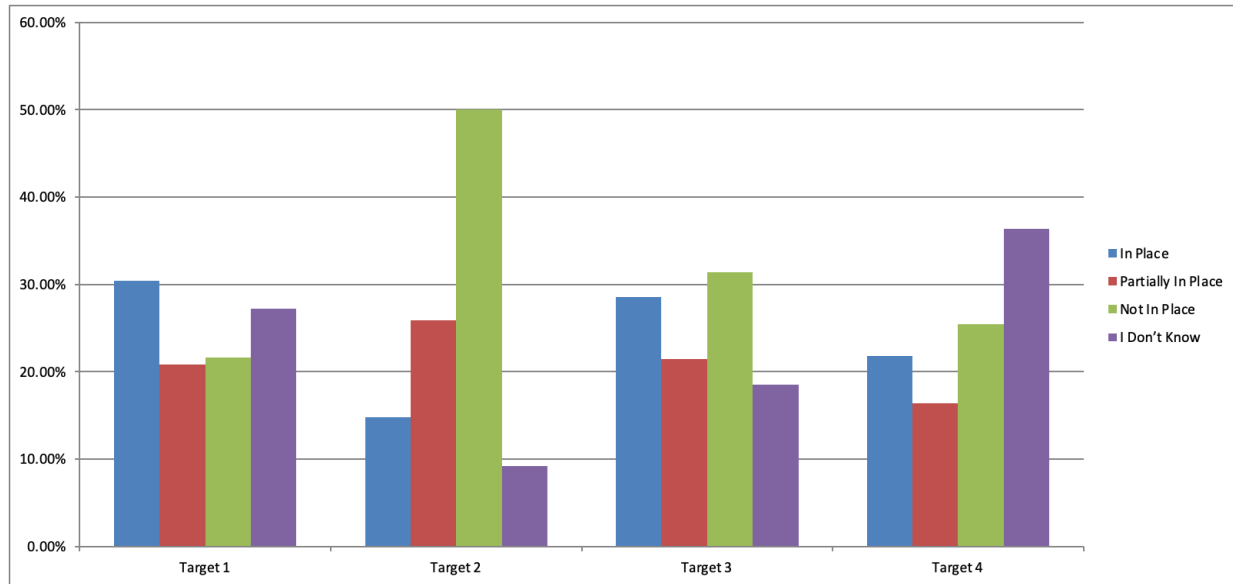
Support/Other Staff IPRT Data Synthesis

Target 3 (All students are supported and members of the gen ed community) has the highest priority for improvement at 40.48% and of those surveyed 47.62% believe it is in place.

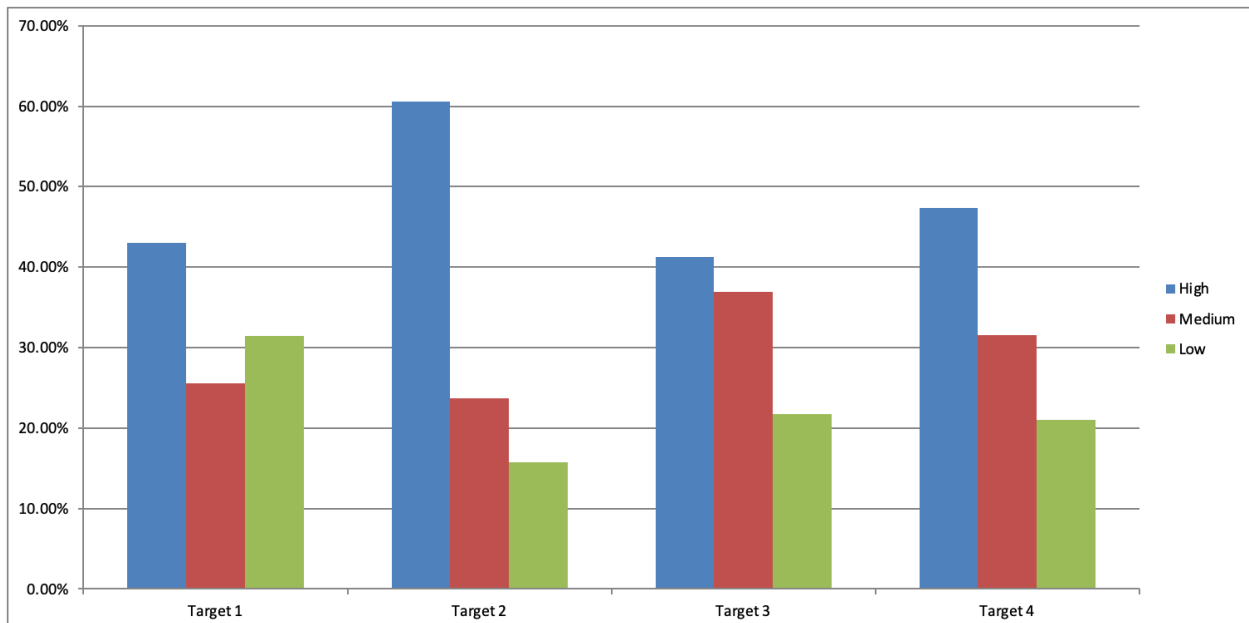
Target 4 (Data systems) has the next highest priority for improvement indicated at 37.50% and of those surveyed 50.0% indicated it is in place.

Family Data

Family Current Status Grouped by Target



Family Priority For Improvement Grouped by Target



Target Key:

Target 1 – System change & system structures

Target 2 – Family partnerships

Target 3 – Access & Equity

Target 4 – Data systems

Family/Parent Numbers Total

Current Status				Category	Priority for Improvement		
In Place	Partially In Place	Not In Place	I Don't Know		High	Medium	Low
38	26	27	34	Target 1	37	22	27
8	14	27	5	Target 2	23	9	6
20	15	22	13	Target 3	19	17	10
12	9	14	20	Target 4	18	12	8
78	64	90	72	Grand Total	97	60	51

Family/Parent Percentage Totals

Current Status				Category	Priority for Improvement		
In Place	Partially In Place	Not In Place	I Don't Know		High	Medium	Low
30.40%	20.80%	21.60%	27.20%	Target 1	43.02%	25.58%	31.40%
14.81%	25.93%	50.00%	9.26%	Target 2	60.53%	23.68%	15.79%
28.57%	21.43%	31.43%	18.57%	Target 3	41.30%	36.96%	21.74%
21.82%	16.36%	25.45%	36.36%	Target 4	47.37%	31.58%	21.05%

Family/Parent Staff IPRT Data Synthesis

Target 2 (Schools make concentrated and ongoing effort to partner with family members and other community members) has the highest priority for improvement at 60.53% and of those surveyed 14.81% believe it is in place.

Target 4 (data systems) has the next highest priority for improvement indicated at 41.30% and of those surveyed 21.82% indicate it is in place.

STAFF AND FAMILY INTERVIEW SUMMARY

Staff Interviews

Thirty-four staff Interviews were conducted. The following themes and patterns emerged across the interviews:

- Mindset of “my kids/your kids” was prevalent across staff
- Special education teachers are viewed as the primary teacher for students that are on their “caseload”
- Special education teachers repeatedly expressed a need for general educators to understand the need for adaptations and supports
- General Education Teachers lack clarity around why students with IEPs are in their classroom
- Paraeducators are supporting students with minimal planning
- Paraeducators have little to no training related to students with disabilities
- IEPs goals/objectives are not embedded into curriculum or addressed through the students’ day
- IEPs are inconsistently written across buildings and between staff
- Students with IEPs within co-taught classroom are expected to meet the same standards as non-disabled peers
- A “class within a classroom” situation was often described with students with IEPs being at separate tables or in small groups by themselves
- Co-teaching partners have “in the moment” conversations but rarely have planful meeting dedicated to their co-teaching practice
- EC/Pre-K interviews indicated little planning was occurring nor was planning for transition the norm
- Identification of resources available across the district, grade levels, and buildings (*i.e., What do we have, where?*)

Teachers were asked about the type of **professional development** they would find helpful.

The responses were:

- Co-teaching supports and implementation of co-teaching models (not what they are but how and when to use them)
- Adaptations and Universal Design for Learning: actual implementation practices and examples
- Professional development specific for Junior High rather than generic or focused on elementary
- Less general professional development and more targeted and specific
- Behavioral supports and strategies
- Executive functioning strategies
- Inclusion 101 and LRE: What it is? What it is not? Responsibilities, mandates
- Family partnerships vs involvement

The following **priorities** were identified by staff during the interview process:

- Need for a full (more robust) continuum in place to better serve students
- Create a safe place for kids without shaming
- Support to change mindsets and foster an inclusive culture

- Invested in providing interventions; teach reading; fluency, decoding, intervention (special teacher)
- Identification and communication of resources across the district
- Collaboration between general education and special education staff
- Clear and regular communication
- Writing IEPs consistently and with clarity

Family Interviews

Seventeen family interviews were conducted. The following themes and patterns emerged across the interviews:

- The STAR program is well received and meets the needs of students
- Parents have a high degree of concern regarding the continuation of the STAR program
- Parental satisfaction is often determined by the quality of the relationship between teacher and family
- Parents expressed concerns that many staff are not trained to meet the specific needs of students
- Communication should be improved between families, teachers, and district staff
- Many families expressed the concern of not being heard or valued
- Families expressed a general lack of collaboration
- A common request was for families to be supported as they enter into the school and special education experience (e.g., help them know their rights, how IEPs are developed, how school works)
- Families feel policies often negatively impact best practices and override needs of students
- Parents felt the need to obtain independent evaluations in order for schools to advance referral process
- Failure to implement best practices around ABA and eloping have negatively impacted the school experience
- Expressed a desire to know what additional extracurricular programs might be available to their students
- Communication around general education programs that are occurring and how to integrate grade level students with IEPs in those opportunities
- Strongly desire an advanced learner program for those students who are high achieving

CROSSWALK OF DATA

Crosswalk of Dr. Patrick Schwarz Report and Staff Interviews

After review of Dr. Schwarz' report and staff interviews the following priority areas emerged:

- Co-teaching
From interviews with staff currently in co-teaching partnerships, teachers self-reported that they utilized few co-teaching models, rarely conducted structured planning meetings, or shared responsibilities for all students, making accommodations, grading, and assessment. Current implementation and practice would not be considered a true co-teaching model based on Dr. Marilyn Friends' research. Friend identifies these three components, co-planning, co-instructing, co-assessing, as necessary for authentic co-teaching.
- IEP Development
Interviews with staff revealed that many felt IEPs were poorly constructed, lacked consistency, and were difficult to understand and execute. Specifically, goals, objectives, and criteria were not standard across programs and buildings.
- Family Partnerships
Interviews with staff indicated that few teachers expect families to be partners in the educational process. Many believe that improving involvement may be beneficial, however, most felt it would be difficult to increase participation. Partnership is more active engagement and solicitation of family input, rather than participation in school activities (bake sales, book fair).

Crosswalk of APERS Report and Additional Data Review

After review of the APERS report and review of student IEPs, the following priority areas emerged:

- Assessment and IEP develop
Review of IEPs confirmed data reported from staff. Both data sets indicate inconsistently written IEPs that are constructed in such a way that requires pull out service as the only option to meet a goal, in contrast to having the goal embedded across the entire day.
- Curriculum Adaptations
Review of IEPs reveal few individualized accommodations or modifications to meet specific needs of the students. During interviews with staff, few curricular adaptations were explained or mentioned. There is a consistent mindset of "your kids, my kids". While there is a strong desire by teachers to meet the needs of students, many expressed the need for staff to understand how to embed those within the classroom and curriculum.
- Personal Independence and competence
Review of the APERS and Dr. Schwarz report identified a concern regarding learned helplessness. Most staff believe additional adults are needed to support LRE (*e.g., more paras, more co-taught classrooms, etc.*), thereby creating a mindset that support always

means a person. This focus fosters dependence on adults rather than extending student resourcefulness.

- Family Involvement
Review of APERS and staff interviews were consistent that while family interactions are positive, they are limited. See additional comments under family data analysis.

Crosswalk of ISBE Recommendations and Additional Data Review

In 2022 16% of students in Mokena had IEPs.

Indicator	FYY 2023 State Target	FFY 2023 LEA Data	FFY 2022 LEA Data	Score (0-3)
Indicator 6a: Early Childhood Service Delivery Settings	47.50%	44.40%	60.00%	0
Indicator 5: Least Restrictive Environment	53.30%	48.60%	51.10%	0
Indicator 20: Timely, Valid and Reliable Data	All reports are completed on time and data are found to be valid and reliable			2

Both Indicator 6a and Indicator 5 are decreasing, rather than increasing, which would indicate a need for improvement in LRE across the district. This finding from ISBE is consistent with interviews from staff and families, as well as the APERS report and findings from Dr. Schwarz observations.

IEP DEVELOPMENT DATA

Twenty-four random IEPs, void of identifying data, across grade levels and ages were reviewed. The review found the following:

- Draft IEPs were regularly shared prior to the meetings
- Modifications were not apparent
- Instructional processes were few
- Service delivery occurred mostly as pull out or co-taught (*i.e., lack of continuum*)
- Consistency in placement options and goal criteria was not evident
- Accommodations were those that might be prudent for every student to be successful, rather than specific to student or disability

Taylor & Henry Recommendations For Systems & Structures

Recommendations For Systems & Structures

Based upon the ISBE findings, APERs data, Dr. Patrick Schwarz report, IPRT data, and family and staff interviews, LRE is a clear priority for district improvement. As the District's desire to improve the overall educational experiences for ALL students, the following areas should be considered in this endeavor:

- **Communication and Collaboration (staff and families)**

Research (Garmston & Wellman, 2016) indicates that the quality of communication between adults directly impacts student achievement. As the adults in the system increase their capacity to communicate and collaborate, student achievement increases. The following best practices in communication and collaboration could support the district in this area:

- Utilizing the 7 Norms of Collaboration:
 - **Pause:** Before responding or asking a question, pause to think. This can improve discussion, decision-making, and dialogue.
 - **Paraphrase:** Restate what others say in different words to create shared understanding.
 - **Posing questions:** Ask questions to understand what others are thinking.
 - **Putting ideas on the table:** Put your ideas on the table.
 - **Providing data:** Use data to create a shared understanding.
 - **Paying attention to self and others:** Pay attention to what you say, how others perceive it, and what others say.
 - **Presuming positive intentions:** Assume that others' intentions are positive. This can help prevent misunderstandings and conflicts.
- Effective Meetings
 - Written agendas for meetings
 - Identifying outcomes
 - Identifying who is doing what by when
 - Determine processes for agenda items
- Communication and collaboration between programs and buildings
 - Develop team working agreements
 - Develop process and protocol around transitioning of students between programs and building

- **Coaching and Implementation Supports**

- Consistent, embedded, on-going coaching following professional development. (*Joyce & Showers, 2002, indicates that training without coaching fails to impact practice or change practices in the classroom*)
 - Coaches attend Cognitive Coaching training

- District leaders and teams attend the Adaptive Schools Foundation Seminar
 - Professional development and coaching for all paraeducators in designated priority areas
 - Designated coaches for teachers to support thinking processes rather than providing strategies and solutions (individual coaching)
 - Regularly scheduled and planned problem solving and solution meetings that provide opportunities for staff to collaborate
- ***District Approach to IEP Development:***

The consistent writing of goals and objectives across all buildings and programs will improve the overall quality of IEPs. The following best practices for IEP development need to include:

 - Goals written with a view from general education curriculum
 - Accommodations based on individual student, or disability specific needs to support student achievement and independence
 - Establish criteria for determining what triggers co-taught support
 - Standardize practices around development of IEPs
 - IEPs are written as a school based team with input from the family members
 - General education teachers & special educators collaborate in draft development
 - School staff & family members collaborate in draft development prior to IEP meeting
 - Common language & structure across district IEPs
 - Consistency in language of evaluation criteria
 - Consistency in goal and objective structure: goals written as the overall umbrella with the objectives written with task analysis of steps progressing toward the goal
 - Consistent data collected for use in placement decisions
 - Strength based IEP goals and objective vs deficit mindset
 - Strength based goals and objectives that flow from the curriculum
 - Identification of standard to be addressed
 - Communication of IEP
 - Process for sharing IEP matrix or IEP at-a-glance with general education teachers
 - Process for sharing IEP goals with paras
 - Process for sharing BIP/FBA with all staff involved with student

- Process for sharing of information between general educators and special educators around IEP goal progress, accommodations and modifications
- Process for sharing IEP updates with families around student progress other than quarterly reports

- **Co-teaching**

Implementation of Six Co-teaching Models, outlined by Dr. Marilyn Friend (1995) is a strategy to support students with IEPs in general education. Co-teaching involves two or more teachers working together in the same classroom to provide instruction to students. This can be done through one of six models:

1. One teach / one observe
2. One teach / one drift
3. Parallel teaching
4. Alternate teaching
5. Station teaching
6. Team teaching

Friend outlines three necessary components for the model to be considered true co-teaching. They are co-teaching, co-planning, and co-assessing. Based on Friends' research and other data we believe the following practices would make co-teaching across the district more robust:

- Scheduled co-teaching planning sessions that include, planning for instruction, planning for which model to use and why; planning for assessment and use of assessment data to create student work groups.
- Development of a written agenda/planning form that includes the above areas
- Develop co-teaching teams at Mokena Elementary
- Develop a co-teaching plan at each school that includes training, support, and coaching. We would suggest ongoing/embedded professional development that is differentiated based on the needs of teams.
- Coaching plan would highlight support for thinking processes rather than providing strategies and solutions (individual coaching)
- Clearly identified criteria for how students are provided co-taught support rather than other options (*i.e., consultation, structured classroom, para support*)
- Implement specially designed instruction, Differentiated Instruction, and Universal Design for Learning
 - A systematic approach to instructional practice should be applied

- ***Inclusive Culture and Instructional Practices to Support ALL Learners***

Inclusion is not a set of strategies or a placement issue. Inclusion is about belonging to a community, a group of friends, a school community, or a neighborhood. (Allen and Schwartz, 2001, The Exceptional Child)

- Develop a District wide plan around inclusive culture and climate to address the following issues:
 - Staff interviews revealed the repeated use of terminology such as “my kids, your kids”, “those kids”, “speds”. This language indicates the adults in the system do not view all children as belonging in the general education populace, but see them as someone else’s responsibility.
 - Family interviews revealed that parents feel separated from the general school community. Including their children within the school activities feels like an “add on”, rather than the norm.
 - Family members also reported that consistent communication between IEP meetings is not the norm. They often feel out of the loop or not included.
- Develop Common Language Around Inclusive Practices and Terms

Curriculum should be adapted to meet students' needs. Multiple instructional methods and instructional design to meet IEP goals and address the needs of ALL learners. Clearly defining the terms below will increase the ability of all staff to support students in a variety of settings that is less dependent on restrictive placements. Currently, the mindset relies heavily on support by a person and less on instructional practice that increases learner access. The goal is access and equity.

 - Adaptations
 - Accommodations
 - Modifications
 - Inclusion
 - Mainstreaming
 - Differentiated Instruction
 - Universal Design for Learning
 - Planning Pyramid
 - IEP matrix
 - Fair vs Equal
- **Family Engagement vs Participation**

Knowing that improved family engagement in schools contributes to positive student outcomes, including improved child and student achievement, decreased disciplinary issues, improved parent-teacher and teacher-student relationships, and improved school environment.

- Develop a systemic process for communicating with parents that includes collaboration and consistent, continuous communication (beyond parent teacher conferences and IEP meetings)
- Develop an orientation process for all new parents to the system