



Nipomo High School

“Career, College & Community Ready”

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Our Co-Teaching Journey

In 2010-11 one of our General Education Teachers (GET) was assigned to teach 9th grade English to a class consisting of Students with Disabilities (SWD) and struggling General Education students. A Special Education Teacher (SET) was also assigned to this same class to provide support. The next two years, an instructional aide (IA) was assigned instead of the SET. Following the GET's request and the SET's willingness, the two teachers were paired to co-teach 9th grade English permanently effective in 2012-13.

In 2014-15 our staff, students and community established consensus for School Learner Outcomes (Diploma Activity) which included readiness for all students for Careers, College admissions and contributing positively to our Community. This input influenced the development of a new school Vision Statement. To provide guidance as to how we would realize our vision, the staff established our Core Values (Input) of High Expectations, Collaboration, Community and Accountability. This work laid the foundation for an inclusive school culture promoting equity and access for all learners.

To begin aligning our policies and procedures towards our vision each department revisited their Course Sequencing (LMUSD) with an emphasis on all students accessing UC/CSU A-G approved curriculum. To assist with ensuring appropriate placement for incoming 9th grade students, NWEA-MAP was identified as a universal screening tool. NWEA-MAP was already being administered three times per school year in 8th grade. Eighth grade student performance on NWEA-MAP indicated a significant need to establish interventions in English Language Arts (ELA) and Math and each department developed Tier III and Tier II courses designed to accelerate students towards grade level proficiency. One special education case manager requested the opportunity to co-teach with a general education Algebra I teacher and we began piloting in the spring semester. As we discussed expanding upon this co-teaching pilot, our team discussed concerns regarding common school-wide, departmental and individual practices that could interfere with students with disabilities successfully accessing and succeeding in the least restrictive environment (LRE). To establish trust in the LRE, departments were introduced to professional learning communities and asked to reflect upon current grading practices and each curricular team developed shared Grading Policies, curriculum guides, essential standards and common formative assessments (CFA) to ensure a guaranteed and viable curriculum.

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As we prepared for the 2015-16 school year, staff built consensus on three School Wide Instructional Strategies establishing a shared understanding of Tier I, good initial first instruction. Our Co-Teaching Inclusion Model was implemented for 9th grade only and we began providing all teachers with rosters that clearly identified their students with disabilities and English Learner students. Teachers were also provided with binders with copies of their students with disabilities IEP At A Glance, a one pager. We improved GET and administrator participation in IEP's. Through staff meetings, we also began progress monitoring every six weeks to assess students with disabilities (SWD's) success in each academic course. Common Formative Assessments were administered through a data management system (School City).

In the spring of 2016 several GET and SET co-teaching pairs attended a Bureau of Education and Research (BER) co-teaching conference where we learned of the recommendation to limit the number of SWD's in each class to no more than 33%.

During the 2016-17 school year, we continued to reinforce Professional Learning Communities and refine Tier I School Wide Instructional Strategies, expanding from Greeting at the Door, Learning Objectives, and Checking for Understanding to include Literacy, Gradual Release and Closure. To build capacity and empathy for our students, we engaged in an activity involving Focal Students. Each staff member selected a student with disabilities and an English Learner as action research projects where they developed a better understanding of the students, their barriers and their potential.

In 2017-18 we shifted Literacy to WICOR and added Activating Prior Knowledge focusing upon student planner use. Our work on Equity continued, with an extension of Focal students and engaging staff on an Equity Walk. All students were provided with planners which included aspects of a Learner Toolkit, with individual departments developing resources to assist students. Get Focused, Stay Focused follow up modules were administered through 10th and 11th grade English and Social Studies classes, however at the end of the year it was determined that a locally developed Comprehensive Guidance Program would be our means of supporting all students in preparation for Career, College and Community Readiness. Several freshmen students from Health & Tech Seminar were selected to pilot a Personalized Learning project aligned to the Comprehensive Guidance Program curriculum.

As we prepared for the 2018-19 school year, our district offered each secondary site the opportunity to have a SET attending a trainer of trainers for co-teaching conference in Chicago through BRE. Case management shifted all grade levels to 9th and 11th or 10th and 12th with case managers continuing with their students. We revisited our school wide instructional strategies and revised Activating Prior Knowledge to align more closely with the research based practice. The district provided the site with Professional Development funding which was primarily used to build capacity in professional learning communities. We were able to have over 25 staff members participate in multiple days of Professional Learning Communities at Work conferences.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ELA	English 9-5.		English 9-5.	English 9-5.	English 9-5.	Read 180 English 9	Read 180 English 9 English 10	Read 180 English 9 English 10 English 11	Read 180 English 9 English 10	Read 180 English 9 English 10 English 11

Math					<i>Algebra I - Spring Pilot</i>	Algebra I	Algebra F. Algebra I Geo. Found.	Algebra F. Algebra I Geo. Found. Geometry	Algebra F. Algebra I Geometry	Algebra F. Algebra I Geometry
Science								Earth Sci. Biology		
Soc. Sci.							Health World Hist.	World Hist. U.S. Hist.		

For the 2025-26 school year, co-teaching in English Language Arts was reduced to the reading intervention class only, as the curriculum and instructional methods of the English department is primarily a focus upon literature content rather than discrete skills and therefore the co-teaching model was almost exclusively one teach and one assist. To increase special educator impact on student learning, it was determined that a more appropriate model would be a learning center which permits case managers to push into any course during the instructional period and when appropriate, pull small groups of students into the learning center (Room 200B) for additional instruction and support. The Learning Center is adjacent to Room 200A which is a shared classroom for Academic Seminars. This affords increased collaboration and therefore calibration of the guaranteed viable services any student with an IEP receives. The flexibility of the Learning Center section(s) permits a case manager to also support during responses to major behavioral violations.

In exchange for periodic release time, case managers will fully participate in Late Start Mondays where they can work as a Professional Learning Team and collaboratively determine priority students based upon current academic performance and support of behavior intervention plans. Additionally, case managers will coordinate with other academic departments to prioritize times and lessons to provide support.