

AWSP identified many *Areas of Improvement* [Table 1] based on survey responses. Further analysis of these improvement areas indicated overlap: there were several categories that fell into two or more buckets on the culture, systems and learning continuum. AWSP identifies these areas as *Immediate Needs* [Table 2] and will work to embed relevant content addressing these needs within our professional learning opportunities first.

Table 1: Identified Areas for Improvement

Areas for Improvement		
CULTURE	SYSTEMS	LEARNING
<ul style="list-style-type: none"> • There is a vision of shared ownership for all students at the school • Expectations for students with IEPs • Visiting sites where inclusionary practices are being implemented successfully 	<ul style="list-style-type: none"> • General education teachers and special education teachers regularly plan together • All faculty members are knowledgeable of the contents of each student's IEP for whom they are responsible • There are in-class support options for students with special needs utilizing co-teaching • There are in-class support options for students with special needs utilizing peer support • Service personnel such as occupational therapists and speech pathologists plan with the general education teacher and provide services within the general education class, when appropriate 	<ul style="list-style-type: none"> • Differentiated instruction is the predominant instructional methodology used in classrooms • Teachers understand the difference between accommodations and modifications • Limited understanding of what inclusion and inclusionary practices are • Pedagogy and continued professional learning

Table 2: Identified Immediate Needs

Immediate Needs
<ul style="list-style-type: none"> • Students served on IEPs are actively involved with their placement • The school has a plan or program for increasing positive student-to-student relationships (ex. PALS, Circle of Friends, etc.) • Ability to hire and retain quality staff • Learning from panels of leaders, teachers, families and students who have been implementing practice and their experiences