



INCLUSIVE EDUCATION: MEADOWLAND ELEMENTARY ACTION PLAN 2017-2018

ACTION STEPS: (based off survey quality indicators)	Person(s) Responsible	Resources Needed	Time Frame	Evidence of Mastery
1. Master schedule includes common planning time for grade or subject areas to meet and collaborate with general education, special education, ELL, and reading specialist.	Admin team, SLT	Master schedule Common planning	Accomplished, maintain 2017- 2018	Master schedule PLC & CLT meeting minutes
2. Special Education schedule includes common planning time for monthly CLTs (1 hour).	Special Education team, Admin team	Common planning for special education teachers. Assistants put in place during CLT times to minimize student behaviors	Accomplished, maintain 2017- 2018	Master schedule CLT meeting minutes Defined norms and roles Inclusive practice results
3. ELL meets monthly for CLTs (1 hour).	ELL team, Admin team	Scheduled time after school	Accomplished, maintain 2017- 2018	Master schedule CLT meeting minutes Defined norms and roles Inclusive practice results
4. Inclusive practices are ongoing and continued training in this area is part of the professional development. -monthly CLT meetings to review IEP expectations based on Sped contact meetings -CLT training and continued conversation regarding students and service times, with reflection on the continuum of services and a focus on inclusive practices	Admin team Special Education and ELL teams	PD Master schedule Planning time monthly	Accomplished, maintain 2017- 2018	PD reflections Lesson plans that include accommodations, modifications and specially designed instruction for SWD

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5. Staff members will have a scheduled meeting time with case managers where they will regularly plan and maintain verification of access for IEPs.	Case Managers, Staff, admin team	Individual student plans	Accomplished, maintain 2017-2018	Access signatures, plans being followed with fidelity (as observed during walkthrough and extended observations), monitoring by Admin team.
6. Grade-level teams meet weekly in their CLT meetings to discuss all students, including special education and ELL students, and have action items to help address any concerns. Special education, ELL staff, and reading specialists are included in these meetings, and on occasion staff from the central office participate.	Admin to provide time to meet/common planning time within the schedule	Master schedule Data – assessments, results of child study meetings, eligibility determinations, IEPS	Accomplished, maintain 2017-2018	Master schedule, meeting agenda minutes Inclusive Practices Survey
7. PD through MLP is provided to teaching assistants on an ongoing basis throughout the year by special education staff. Substitutes are given as needed. This PD can address ways to support students, their roles, data collection and implementation of the IEPs.	Case Managers Assistant principal General education and special education assistants	IEPs Progress Reports Strategy training Instructional materials	2017-2018	Checklist of who has received training and classroom observation to evaluate future need. Evidence in MLP: MANDT, Autism support, Social Thinking
8. IEPs and reevaluations are all scheduled at the beginning of the year in order to remain compliant. Reevaluations are scheduled 3 months before the due date in case of testing. IEPs are scheduled 3 weeks before the due date. The continuum of services is considered for each IEP with an emphasis on inclusive practices.	Case managers, assistant principal	3.5 hours reserved for case managers/AP in August PD days.	Accomplished, maintain 2017-2018	Calendar sent out with all dates. Meeting requests created, printed and mailed. Spreadsheet with IEP and eligibility due dates and items completed.
9. Case managers receive online progress monitoring training through Vision.	Case managers Assistant principal for data review	3.5 hours of substitute coverage during the training.	PD to occur during the school day before January 2018.	Certificates of completion. Progress monitoring data review.

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10. Social Thinking Curriculum PD – entire staff	Daphne Papageorge, principal, assistant principal	Social Thinking and Superflex books	PD to occur on October 23, 2017	Social thinking vocabulary is introduced to the school
11. Social Thinking Continued PD - PBIS	PBIS committee, principal, assistant principal, Daphne Papageorge	TBD after next PBIS meeting	2017-2018 School Year; beginning in October 2017	TBD
12. Social Thinking PD by Daphne Papageorge for inclusion classrooms 1-2	Daphne Papageorge, Special education teachers, inclusion general education teachers,	Social Thinking and Superflex books	2017-2018 School Year; beginning in October 2017	Social thinking implemented in inclusion classes in grades 1-2
13. Special Education Procedures Modules	Case managers Assistant principal	Meeting space: Conference Room, TADs	PD to occur during the school day before January 2018.	Certificates of completion.
14. Inclusion Support Team Meeting	Special Education Team ELL team Reading Team Literacy Team	Meeting space: room 20, TADs	Quarterly, 2017- 2018 School Year	Literacy Spreadsheet / Special Education Spreadsheet identifying which support teachers are providing which supports and where Inclusion
15. Inclusive Practice PD Review of SIOP strategies for the classroom and Imagine Learning	Annette DeMott	Meeting space: Library, TADs	PD on October 23, 2017	Evidence of SIOP activities in the classroom and on weekly lesson plans
16. Implementation of the LRE protocol – review for each student as annual IEPs are due.	Case managers, Assistant Principal, Classroom teachers, parents	Conference Room LRE protocol sheet	2017-2018 school year	Evidence of reviewed LREs for all IEPs that reflects the full continuum of services: consultation, partial sped services to more restrictive environment.
17. Review of baseline data and growth for students with IEPs when reviewing LRE --	Case managers, classroom teachers, Assistant Principal	Date from: Math/Reading SGA1, SGA2, Q1 and 2	During annual IEPs and in April	LRE protocol followed in light of collected data based on grade- level proficiency or growth

		benchmarks, Fastbridge diagnostic data, report card data, behavior plans	2018 for class placement	
18. Review of LRE in light of LRE protocols for students with ongoing behavioral and academic needs	PSST – Special Education Supervisor, Assistant Principal, Guidance Counselor, Educational Diagnostician, School Psychologist, Case Manger	Conference room, twice monthly	Twice monthly for 2017-2018 school year	PSST protocol form complete for each student. Next steps are written with who is responsible and by what date. Next steps are completed and LRE is reviewed using the full continuum of services
19. Inclusive Practices Survey complete during CLTs	Staff	CLT rooms	By December 1	Minimal 60% staff participation in survey
20. Examine pre and post data for the 2016-2017 and 2017-2018 inclusive practices surveys	Inclusive Practices team	Conference Room	By January 30, 2018	Documentation of next steps for class placement and PD for the 2018-2019 school year based on feedback
21. Diagnostic Assessment PD - FastBridge	Assistant principal, educational diagnostician, Reading teachers	Scheduled trainings on giving diagnostic and reviewing data in September / October 2017	2017-2018 School Year	Agenda from meeting Data from each assessment per student Documentation of completed FastBridge modules (teachers)
22. Diagnostic Assessment PD – FastBridge aReading and aMath for grades 2-5	Assistant principal, educational diagnostician, Reading teachers, classroom teachers	Assistant principal and educational diagnostician provide training in CLTs	Training October, 2017. Diagnostics given fall/winter/spring	Data from each assessment per student Documentation of completed FastBridge modules (teachers)