



Stone Hill Middle School 2018-2019 Inclusive School Action Plan

| Action Steps | Person Responsible | Resources Needed | Time Frame | Evidence of Mastery |
|--|---|---|--|---|
| 1. PD during teacher workdays for all co-teachers to establish responsibilities and expectations. Follow-up check-ins with teams quarterly. | Assistant Principal and SALT | Space, presentation, and activities. Weekly or Biweekly common planning time with general education teacher and special education teacher. | Quarterly Meetings | Instruction that is universally designed for learning. |
| 2. Parent Round Tables for Special Education Parents quarterly. | Principal, Assistant Principal, and SALT | Space, desserts, agenda, speakers | Quarterly Meetings | Exit Ticket at the end of each meeting and survey at the end of the year. |
| 3. Communication and training between general education teachers and speech/language pathologist, teacher assistants, and other paraprofessionals to define roles within the classroom and their relationship with students. | -HR (job description and training) -These HR expectations trickle down to school based expectations. -AP, SPED SALT, all teachers, and other paraprofessionals involved with SPED | Budget, hours, skilled personnel, training guidelines performed, expectations described | By October 1 every year, with refresher sessions as needed | Documenting hours in PD, surveys from schools, feedback from students |



Stone Hill Middle School

Leveraging the powers of community, relationships, and collaboration to achieve academic excellence for all

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