



# INCLUSIVE SCHOOL EDUCATION ACTION PLAN

School: Harmony MS

<b>ACTION STEPS:</b> <b>(based off survey quality indicators)</b>				
<b>Staff will meet regularly (at least once weekly) in ST and CLT meetings during planning time ensured through the master schedule to discuss and implement strategies to support struggling students (primary goal is relationship building and collaboration between sped teachers and regular ed teachers).</b>	<b>Person(s) Responsible</b>	<b>Resources Needed</b>	<b>Time Frame</b>	<b>Evidence of Mastery</b>
	Admin to provide time within the master schedule	ST and CLT agendas	Ongoing	Agenda minutes/Master schedule with common planning times
<b>Align team-taught and self contained sections within the master schedule to allow for push in of self-contained students to team-taught settings.</b>	Admin with master schedule design	Individual student monitoring/student success plans/assessment analysis	Beginning of the school year/ongoing with individual student plans	Increased percentages of time spent with non-disabled peers. Plans that were followed with fidelity.
<b>Provide PD on Co-Teaching and Curriculum based assessments and Differentiation. For the 2018-2019 school year, a Co-Teaching cohort is being developed as a PD model.</b>	Admin/Sped staff Supervisor: Christy McKee	PD	2018-2019 school year	PD is implemented in the classroom as evidenced through Admin walkthroughs and observation.
<b>Maintain or increase the numbers of students whose IEP's identify team-taught support moved from self-contained if determined by the IEP team as appropriate; or from team-taught to gen ed support as determined appropriate by the IEP team.</b>	Patrick White, Catherine Hyton, Sped Staff	Appropriate staffing to meet the needs identified in IEPs	2018-2019	Calculated Data