



INCLUSIVE SCHOOL EDUCATION ACTION PLAN

School: LOV				
ACTION STEPS: (based off survey quality indicators)	Person(s) Responsible	Resources Needed	Time Frame	Evidence of Mastery
Professional Development on Inclusive Practices will occur for the Lovettsville staff	Administration, Special Education Teachers	Time during PD days before school starts for presentation, and ongoing meeting time throughout the year	2019-2020 school year: 1 PD session before school starts, and at least one follow up training throughout the year	Staff members will be knowledgeable of Inclusive Practices
Lovettsville Elementary students and staff will celebrate Inclusive Schools Week with the following activities: morning announcements highlighting inclusion, classroom activities to promote inclusion and an Inclusive Schools Action Plan posted on our website.	Special Education staff and Administration	Planning time for activities	Inclusive Schools Week and ongoing through the school year	Students will be educated about various disabilities and understand the importance of being inclusive.
Time is built into the Master Schedule to allow common planning for Special Education teachers and classroom teachers	Administration	Time for administration to collaborate on Master Schedule	2019-2020 School Year	Special Education teachers and classroom teachers will effectively plan for co-teaching during their common planning time
1- Our master schedule is built to include common planning time for our grade level teachers to meet and collaborate with special education teachers, the EL teacher and the Reading Specialists.	Administrative Team	Master schedule common planning time, a meeting location, preparation time in the summer to build the master schedule as a team	This has been accomplished, but we continue to meet. 2019-2020 School Year	This master scheduling results in collaborative planning, and will be reflected in the inclusive practices survey
2- Professional development will be provided to all staff throughout the school year, with a focus on co-teaching, social-emotional needs (SEL Curriculum), data collection and proper implementation of IEPs.	Administrative staff, Case Managers, SEL Team, SPED Supervisor	IEP training modules located in VISION, meeting time with the SPED Supervisor, time to plan for the various PD opportunities	2019-2020 School Year, monthly SPED meetings	Progress Reports, Completed Professional Development, Staff Survey



INCLUSIVE SCHOOL EDUCATION ACTION PLAN

<p>3- Implement a program that focuses on Social/Emotional development (SEL) for grades K-1</p>	<p>SEL Team, Teachers in grades K-1</p>	<p>SEL training materials and kits, Professional Development on SEL implementation</p>	<p>Training Completed in the Fall, but implementation is ongoing through the 2019-2020 school year</p>	<p>Daily implementation of the SEL curriculum in grades K-1, post assessment results, staff survey results, observation of SEL in K-1 classrooms</p>
<p>4- Access to the general education curriculum and participation in an inclusive setting is available for all students</p>	<p>Administrative staff, General Education teachers and Special Education teachers</p>	<p>Access to student IEPs, Progress Reports, Ongoing communication between the school and the parents</p>	<p>Implemented daily, throughout the 2019-2020 School Year and beyond.</p>	<p>Inclusive Practices survey results, input from parents regarding inclusive schools, IEPs that reflect the maximum amount of general education time possible for all students.</p>
<p>5- The school staff will actively participate in Inclusive Schools Week, where Inclusion will be the topic of the week.</p>	<p>Administrative Staff, Case Managers</p>	<p>Time to plan for the events, time on the morning show, access to the Inclusive Schools Week website</p>	<p>December 2019</p>	<p>Inclusive schools week celebration school-wide, Inclusive Practices survey.</p>