



INCLUSIVE SCHOOL EDUCATION ACTION PLAN

School: MMS

ACTION STEPS: (based off survey quality indicators)	Person(s) Responsible	Resources Needed	Time Frame	Evidence of Mastery
Students with identified needs will increase basic reading skills in order to allow them to access their least restrictive environment.	assistant principal/designee; special education teachers (specialized reading teachers); teaching assistants; SIF-R	Professional development (FOLI, L!L, OG, etc.); support from SIF-R	August 2019- June 2020	Students were scheduled into correct reading interventions based on need. Students receiving interventions and data will be examined quarterly.
Students with identified needs will increase their emotional, social and behavioral skills in order to access general education when academically appropriate.	assistant principal/designee; special education teachers (all); special education teachers (Autism and ED/SWIS); teaching assistants; school psychologist; school social worker; general education teachers	professional development for social skill instruction; careful scheduling of supports; professional development of best practices for general education and special education teachers	August 2019- June 2020	Student data (MTSS/Tiered Interventions; IEP behavior goal data; SWIS room data)