



INCLUSIVE SCHOOL EDUCATION ACTION PLAN

School: Meadowland ES

ACTION STEPS: (based off survey quality indicators)	Person(s) Responsible	Resources Needed	Time Frame	Evidence of Mastery
Master schedule includes common planning time for grade or subject areas to meet and collaborate with general education, special education, ELL, and reading specialist.	Master Schedule Team	Itinerant schedules Google Drive Team	June 2018- August 2018	Master schedule PLC and CLT meeting minutes
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	August 2018- June 2019	Master calendar CLT meeting minutes Defined norms and roles Inclusive practice results
ELL meets monthly for CLTs (1 hour).	ELL team, Admin team	Scheduled time after school	August 2018- June 2019	Master calendar CLT meeting minutes Defined norms and roles Inclusive practice results
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	August 2018- June 2019	PD reflections Lesson plans that include accommodations, modifications and specially designed instruction for SWD
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	August 2018- June 2019	Master schedule, meeting agenda minutes Inclusive Practices Survey
Professional Development through My Learning Plan is provided to teaching assistants, inclusion classroom teachers, and Case Managers on an ongoing basis throughout the year by special education staff. Substitutes are given as needed.	Case Managers Assistant principal General education, case managers, and	IEPs Progress Reports Strategy training Instructional materials	September 2018-May 2019	Checklist of who has received training and classroom observation to evaluate future need. Evidence in MLP: MANDT,



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This Professional Development can address ways to support students, their roles, data collection and implementation of the IEPs.	special education assistants			Autism support, Social Thinking
Social Thinking Training and monthly lessons taught by general education teacher, reinforced by counselor and librarian	Administration PBIS committee	Social Detective Books (15) We Thinkers kits (4)	August 2018-June 2019	Lesson plans of monthly lessons at grade level
Monthly Social Thinking professional development	PBIS committee (one member from each grade level)	Social Detective books Lesson Plans	September 2018-May 2019	Monthly plans Evidence on 45 day plan Observed lessons
Special Education Procedures Modules professional development (Vision)	Assistant Principal Case Managers	Teacher Assigned Devices	By January 2019	Certificates of completion
Review of LRE using LRE protocols for students with ongoing behavioral and academic needs	PSSST: Assistant principal Educational Diagnostician School Psychologist Special Education Supervisor Counselor Case Manager	PSSST consultancy protocol Data on student	September 2018-May 2019 as needed	Documentation of protocol and next steps
Inclusive Practices Survey complete during CLTs	Assistant Principal Collaborative Learning Team	Survey	TBD by county	Completed survey Results shared with staff Next steps documented
Literacy team trained on FastBridge reading progress monitoring	EL teachers Case Managers Assistant Principal Educational Diagnostician Reading teacher	FastBridge	Fall 2018	Progress monitoring through FastBridge based on Tier
FastBridge Tier 3 students and students with reading goals have a baseline determined and have reading progress monitored through FastBridge	Literacy Team Assistant Principal Instructional Facilitator of Reading	FastBridge Schedule for baseline assessment Schedule for continued assessment	October 2018-May 2019	Progress monitoring data Growth using other data points (MAP, DRA, PALs)