**Empowering all students to make meaningful contributions to the world.**

**STRAND II: SCHOOL ENVIRONMENT**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Smart Goal(s)</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>We will reduce absences by _ from _.</td>
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<tr>
<td>Inclusion</td>
<td>Increase inclusive practices for special education students from 92% to 95% of students remaining in general education classes between 80% - 100%.</td>
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</tbody>
</table>

**ACTION PLAN**

1. **Essential Action/Research-Based Strategy:** We will emphasize the value of coming to school each day through parent communication and school events.

   **Strategy is supported by the following LCPS building blocks:**
   - Performance Assessments
   - Project Based Learning
   - Student Agency
   - Technology Enabled
   - Blended / Personalized Learning
   - Assessment & Internal Accountability
   - Safe & Supportive Learning Environments
   - Data to Support Student Success
   - Powerful Planning
   - LCPS Five Cs

   **Focus Area [Domain(s), Student Group(s)]** | **Action Steps** | **Staff Role(s) Responsible for Implementation** | **Begin Dates** | **End Date** | **Evidence of Progress/Completion (Artifacts required)**

   **All students**
   1. Monthly “attendance” class winners are announced at Student of the Month Assemblies.
      - Principal, AP, attendance secretary
      - 10/1/18
      - 5/1/19

   **All parents**
   2. Classroom celebrations with the principal for classes who have least absences each month.
      - Principal
      - 10/1/18
      - 1/1/19

   **All students**
   3. Phone message to families emphasizing importance of attendance. Discussion of attendance in Kindergarten introduction meeting.
      - Principal, AP, teachers
      - 10/1/18
      - 1/1/19

   **All families**
   4. Student of the month assemblies to reward high scores, growth over time, character.
      - Principal, AP, attendance secretary, classroom teachers
      - 10/1/18
      - 5/1/19

   **All families**
   5. Monthly newsletters and calendars of important events by grade level to encourage attendance.
      - Principal, Classroom teachers, bookkeeper
      - 10/1/18
      - 5/1/19

2. **Essential Action/Research-Based Strategy:** We will maximize the time special education students participate with non-disabled peers through powerful planning, CLTs, coteaching, and tiered interventions within the general education classroom.

   **Strategy is supported by the following LCPS building blocks:**
   - Performance Assessments
   - Project Based Learning
   - Student Agency
   - Technology Enabled
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   **Focus Area [Domain(s), Student Group(s)]** | **Action Steps** | **Staff Role(s) Responsible for Implementation** | **Begin Dates** | **End Date** | **Evidence of Progress/Completion (Artifacts required)**

   **Special education students (Tier 1, 2, 3)**
   1. Master schedule and class placement developed with time for special education teachers to coteach and attend CLTs and powerful planning sessions.
      - Principal, AP, EL teachers, special education teachers, reading teacher, IFT-SR
      - 6/1/18
      - 8/18/19

   **Special education students (Tier 1, 2, 3)**
   2. Special education teachers attend grade level weekly CLTs for data analysis and next instructional steps.
      - Principal, AP, EL teachers, special education teachers, reading teacher, IFT-SR
      - 8/1/18
      - 6/1/19
| Special education students (Tier 1, 2, 3) | 3. Special education teachers attend grade level weekly powerful planning sessions to target tiered intervention strategy groups in the general education classroom. | Principal, AP, EL teachers, special education teachers, reading teacher, IFT-SR | 8/1/18 | 6/1/19 |
| Special education students (Tier 1, 2, 3) | 4. Special education teachers coteach math and reading lessons in inclusion classrooms while supporting specific behavioral and academic needs of students. | Classroom teachers, special education teachers, reading teacher | 8/1/18 | 6/1/19 |
| Special education students (Tier 1, 2, 3) | 5. Special education, EL, and reading teacher meet quarterly to discuss tiered intervention for reading and to align tier 3 students with specialized reading to meet their needs. | Principal, AP, EL teachers, special education teachers, reading teacher, IFT-SR | 8/1/18 | 6/1/19 |

### 3. Essential Action/Research-Based Strategy:

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