

School: Meadowland Elementary School

Empowering all students to make meaningful contributions to the world.

STRAND II: SCHOOL ENVIRONMENT

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

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:	<input type="checkbox"/>	Performance Assessments	<input type="checkbox"/>	Project Based Learning	<input checked="" type="checkbox"/>	Student Agency	<input type="checkbox"/>	Technology Enabled	<input type="checkbox"/>	Blended / Personalized Learning
	<input type="checkbox"/>	Assessment & Internal Accountability	<input checked="" type="checkbox"/>	Safe & Supportive Learning Environments	<input checked="" type="checkbox"/>	Data to Support Student Success	<input type="checkbox"/>	Powerful Planning	<input type="checkbox"/>	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	5/1/19	
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:	<input type="checkbox"/>	Performance Assessments	<input type="checkbox"/>	Project Based Learning	<input checked="" type="checkbox"/>	Student Agency	<input checked="" type="checkbox"/>	Technology Enabled	<input type="checkbox"/>	Blended / Personalized Learning
	<input checked="" type="checkbox"/>	Assessment & Internal Accountability	<input checked="" type="checkbox"/>	Safe & Supportive Learning Environments	<input checked="" type="checkbox"/>	Data to Support Student Success	<input checked="" type="checkbox"/>	Powerful Planning	<input type="checkbox"/>	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)
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:

Strategy is supported by the following LCPS building blocks:	<input type="checkbox"/>	Performance Assessments	<input type="checkbox"/>	Project Based Learning	<input type="checkbox"/>	Student Agency	<input type="checkbox"/>	Technology Enabled	<input type="checkbox"/>	Blended / Personalized Learning
	<input type="checkbox"/>	Assessment & Internal Accountability	<input type="checkbox"/>	Safe & Supportive Learning Environments	<input type="checkbox"/>	Data to Support Student Success	<input type="checkbox"/>	Powerful Planning	<input type="checkbox"/>	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)
	1				
	2				
	3				
	4				
	5				