



INCLUSIVE SCHOOL EDUCATION ACTION PLAN

School: DIS				
ACTION STEPS: (based off survey quality indicators)	Person(s) Responsible	Resources Needed	Time Frame	Evidence of Mastery
Increase the number of special education teachers trained in specialized reading instruction in order to meet all of our students` needs. AP will actively monitor classes offered on MLP and distribute information to Special Educators.	Special Education Teachers / Administration	<ul style="list-style-type: none"> *Tracking Chart: tracks specific training each special educator has completed *LCPS training schedule to locate available classes *Targeted PD at Sped CLT focused on Specialized Reading Instruction 	<ul style="list-style-type: none"> *August 2019 - July 2020 (analyze number of trained staff quarterly to ensure that numbers are increasing) *10/2/2019; 12/4/2019; 1/29/2020: Targeted PD at CLT *10/9/2019; 12/17/2019; 3/2/2020; 6/1/2020: Analyze tracking chart and determine which staff need continued training and in what specific training 	<ul style="list-style-type: none"> *Tracking Chart of staff trained and specific training title *Agendas/Notes from targeted PD at CLTs
Create and maintain a Master Schedule that includes at least three weekly common planning days with general education and special education and/or EL per grade level. Create and maintain a Master Schedule that allows increased planning time for self-contained teachers.	Master schedule committee (includes representatives from: all specials teachers; counselors; EL teachers; Special Education teachers; grade level teachers; reading specialists) / Administration	<ul style="list-style-type: none"> *Master Schedules *Specialists to cover Common Planning time 	<ul style="list-style-type: none"> *August 2019 – June 2020 *9/6/2019: finalize master schedule and creating master schedule task is completed *Throughout 2019-2020 school year: As conflicts arise throughout the year as student needs change, work with stakeholders to find solutions for scheduling to maximize student benefit *Check-in monthly at weekly Sped Coaching sessions with self-contained case managers to 	<ul style="list-style-type: none"> *Copy of Master Schedules



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<p>Maintain that at least one special education inclusion classroom is identified, established, and maintained per grade level. Co-teachers will implement co-teaching strategies based on student needs and provide accommodations and specialized instruction.</p>	<p>Administration / Grade Level Special Educators / Grade Level Gen Ed teachers</p>	<p>*Discovery "Co-Teaching Boot Camp Binder" *Student IEPs *Weekly meetings with AP and Special Educator *Bimonthly to monthly meetings (as year progresses) with AP, Special Educator, and General Education Co-teacher</p>	<p>ensure they are accessing planning time</p> <p>*August 2019 - June 2020</p> <p>*8/23/2019: Discovery Co-Teaching Boot Camp-Task completed.</p> <p>*Analyze data at Fall (Oct./Nov.) and Winter (Jan./Feb.) Full Day Planning Data Meetings to determine which students need specialized reading instruction and match with provider.</p> <p>*Discuss co-teaching strategies and classroom observations at least monthly at weekly Sped Coaching sessions.</p> <p>*As students are found eligible: find and provide an inclusion room based on each student's needs and current caseloads in co-teaching rooms.</p>	<p>*Discovery's Boot Camp Binder *Walk Thru Observations *Physical classroom set-up *CLT Agendas *Weekly meeting notes</p>
<p>Increase to 80% by the end of the school year, the percentage of special education students spending more than 79% of their day in the general education setting.</p>	<p>Special Education Teachers / General Education Teachers / Counselors / Administration</p>	<p>*Spreadsheet monitoring time spent in the general education setting *Continuous trainings/staffing meetings on successfully supporting special education students' transition to the general education setting</p>	<p>*August 2019 - June 2020 (analyze percentages quarterly)</p> <p>*Discuss inclusion time for students at least monthly at weekly Sped Coaching sessions.</p> <p>*Staffing meetings held as new students or new circumstances arise.</p>	<p>*Spreadsheet monitoring time spent in the general education setting *Agenda/notes from trainings/staffing meetings</p>



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