# Inclusive Education Action PlanTIES Center Logo

The **Inclusive Education Action Plan** pulls together the findings from a **data review, the RISE Tools, and an Initiative Inventory** to systematically develop a process for creating inclusive education systems for all children, including those with significant cognitive disabilities.

To support the implementation planning process please refer to the Inclusive Education Roadmap (IER) as linked through this Implementation Plan Template.

**Date of Initial Action Plan**

*Type date in the space below*

**Date of Last Revision**

*Type date in the space below*

**Organization Completing Action Plan**

*Type name of SEA, LEA, or school below*

## Equitable and Inclusive Leadership Team (EILT)

### Team Members

Who are your [Equitable and Inclusive Leadership Team members](https://publications.ici.umn.edu/ties/ties-inclusive-education-roadmap/step-one-organize-an-equitable-inclusive-leadership-team) (list all SEA, LEA, school, partners and stakeholders that may be included within the team)? *Fill out the table below.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Contact Information** | **Affiliation** | **Description of Role** |
|  |  |  |  |

### Equitable Representation

Describe the steps for ensuring that students with significant cognitive disabilities, their families, and others whose voices have been marginalized are authentically contributing to the team and critical decision making. *Type your response in the shaded area below.*

### Inter-level Leadership

* If State: Who from a District will join the State EILT?
* If District: Who from the State will join the District EILT?
* If School: Who from the District EILT will join the School EILT?

For more information to inform your planning, see [Inter-level Communication Plan Guidance](https://publications.ici.umn.edu/ties/ties-inclusive-education-roadmap/step-four-formulate-additional-plan-components/communication-plan/inter-level-communication-plan-guidance). *Type your response in the shaded area below.*

### Team schedule

Please list dates and times that the EILT will meet. *Type your response in the shaded area below.*

### EILT Communication Plan

Clarify the plan for ongoing [communication with the EILT](https://publications.ici.umn.edu/ties/ties-inclusive-education-roadmap/step-four-formulate-additional-plan-components/communication-plan). *Complete the following table.*

| **Information to Communicate** | **Responsible Individuals** | **Format**  | **Frequency of Communication**  | **Communication with Other Groups** |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |

## Results from the Reflecting on Inclusive Systems of Education (RISE)

**RISE Part 1: Identified priority focus area and score.** *Type focus area and score in the shaded area below.*

**RISE Part 2: Features Reflection Positive examples**: *Type in the shaded area below.*

**Examples of** **areas of need:** *Type in the shaded area below.*

### The overarching change we want to target (Big Ideas)

Big Ideas for change were considered at the end of RISE Part 2. Review and finalize your Big Ideas below to impact *Increased Time, Instructional Effectiveness, Increased Engagement, and System Support*.

**Big Idea 1.** *Type in the shaded area below.*

**Big Idea 2.** *Type in the shaded area below.*

**Big Idea 3.** *Type in the shaded area below.*

## Results from the Initiative Inventory

Identify any current initiatives or programs from the Inclusive Education Initiative Inventory that align with your selected Focus Area(s) and Features. *Type these initiatives or programs in the shaded area below.*

**Working smarter, not Harder!** As you continue to develop the Action Plan, consider the initiatives you listed. Are there any activities, policies, processes, and/or practices within these initiatives that can be aligned to or leveraged in support of meeting your goals below? If so, be sure to list those activities within the appropriate section of your plan (Refer to the [Initiative Inventory Activity 4: Ideas to Support Action Planning](https://publications.ici.umn.edu/ties/ties-inclusive-education-roadmap/step-three-conduct-an-inclusive-education-initiative-inventory)).

## Goals (SMARTIE)

To support systemic change, consider using SMARTIE goals: **S**pecific, **M**easurable, **A**ttainable, **R**elevant**, T**ime bound**,** reflective of **I**nclusive **E**ducation.

The goals should explicitly identify the measurable impact of the goal on inclusive education systems and/or all students with disabilities, inclusive of students with significant cognitive disabilities. Identify your SMARTIE goals for achieving your prioritized Set of Features (identified above). Each goal should have a long-term focus (3+ years), intermediate focus (1-2 years), and short-term focus (6-12 months).

### Goal Writing

Complete the sections below to write 1-3 goals. You can develop more than one if appropriate for action planning needs.

**Goal 1 - Long-term (3+ years) Focus.** *Type goal in the shaded area below.*

**Goal 1 - Intermediate (1-2 years) Focus.** *Type goal in the shaded area below.*

**Goal 1 - Short Term (6-12 months) Focus.** This is a ‘quick win’ or something your system is close to achieving for students. *Type goal in the shaded area below.*

**Self-check!** Are your goals:

**S**pecific – **M**easurable – **A**ttainable – **R**elevant – **T**ime bound – reflective of **I**nclusive **E**ducation

**Goal 2 - Long-term (3+ years) Focus.** *Type goal in the shaded area below.*

**Goal 2 - Intermediate (1-2 years) Focus.** *Type goal in the shaded area below.*

**Goal 2 - Short Term (6-12 months) Focus.** This is a ‘quick win’ or something your system is close to achieving for students. *Type goal in the shaded area below.*

**Self-check!** Are your goals:

**S**pecific – **M**easurable – **A**ttainable – **R**elevant – **T**ime bound – reflective of **I**nclusive **E**ducation

## Action Planning using System Drivers

Utilize this section of action planning for each goal developed above.

### Data Measurement Action Plan

How will you measure progress towards your goal? For support with this section, please see Guidance for [Data to Support Decision Making](https://publications.ici.umn.edu/ties/ties-inclusive-education-roadmap/step-four-formulate-additional-plan-components/data-to-support-decision-making).

| **Goal #** | **Type(s) of Data** | **Timeline** (e.g., assessment schedules, collection schedules, frequency of data analysis) | **Person(s) responsible** (e.g., who has the data, who will organize and interpret the data) | **Resources Needed** |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |

**Self-check!** Have we measured everything we anticipate changing?

* Yes
* No

### Selection Action Plan

For what level(s) of the system are the goals written? For support with this section, please see [Selection of District and School Partners](https://publications.ici.umn.edu/ties/ties-inclusive-education-roadmap/step-four-formulate-additional-plan-components/selection-of-partners).

Include actions such as recruiting and selecting educators, classrooms and schools that will be involved; how to roll out to additional districts and/or schools. *Complete the following table.*

| **Goal #** | **Activities** | **Anticipated Result** | **Timeline** | **Person(s) Responsible** | **Resources Needed** |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |

### Professional Learning Action Plan

For support with this section, please see [Guidance for Professional Development for Inclusive Education](https://publications.ici.umn.edu/ties/ties-inclusive-education-roadmap/step-four-formulate-additional-plan-components/professional-development-for-inclusive-education). Check out [TIES Resources](https://publications.ici.umn.edu/ties/ties-inclusive-education-roadmap/resources) related to your Focus Areas.

What learning needs to occur around the Set of Features to accomplish your goals; how will initial implementers be trained in the Focus Area Sets of Features; how will you build capacity to sustain professional learning; how will you onboard new employees; are you reaching all the stakeholders? *Complete the following table.*

| **Goal #** | **Purpose/Topic** | **Target Audience** | **Timeline** | **Person(s) Responsible** | **Resources Needed** |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |

### Coaching Action Plan

For support with this section, please see [Guidance for Building an Effective Coaching System for Inclusive Education](https://publications.ici.umn.edu/ties/ties-inclusive-education-roadmap/step-four-formulate-additional-plan-components/building-an-effective-coaching-system).

Who will be responsible for coaching around the Features? How will the coaches’ skills and knowledge within inclusive education be developed? How will their coaching skills be developed? How will you measure the effectiveness of coaching? *Complete the following table.*

| **Goal #** | **Activities** | **Target Audience** | **Timeline** | **Person(s) Responsible** | **Resources Needed** |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |

### Facilitative Administration Action Plan

Organizational Policies and Procedures: For support with this section, please see [Guidance for Ensuring Facilitative Administration for Inclusive Education Practices](https://publications.ici.umn.edu/ties/ties-inclusive-education-roadmap/step-four-formulate-additional-plan-components/facilitative-administration).

What policies, procedures, or practices need to be reviewed, created and/or revised in order to accomplish your goals? *Complete the following table.*

| **Goal #** | **Activities** | **Anticipated Result** | **Timeline** | **Person(s) Responsible** | **Resources Needed** |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |

### Equity Check

Equity checks should be considered prior to finalizing the action plan.

Who have we not considered/Who has not benefited from decisions made in this action plan?Has anyone been marginalized via a lack of overt attention to their needs/challenges/opportunities? *Type answer in the shaded area below.*

What will this team do to correct the above? *Type answer in the shaded area below.*

What steps will we take to prioritize equity on an ongoing basis? *Type answer in the shaded area below.*

### Communication Plan to Support Action Plan Implementation:

*Complete the following table.*

| **Information or Messages to Communicate** | **Audience(s) (Who is your message intended for?)** | **Person(s) Responsible** | **Mode of Communication** | **Frequency of Communication**  | **Communication with Other Groups (Who will support dissemination?)** | **Measure of Effectiveness** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |

## Continuous Learning (Plan, Do, Study, Act)

After completing the action plan drivers above (Plan), teams should complete the sections below to ensure that the plan that has been developed is implemented as intended (Do), continuously monitored for progress (Study), and revised as needed (Act).

### Action Plan Implementation Calendar (Do)

Using your SMARTIE Goals as guideposts, and the timelines outlined in the previous sections, the team should create a calendar of implementation activities. This will support you to have the tasks associated with larger goals in one place for ease of monitoring implementation.

[Implementation Calendar Template](https://ici-s.umn.edu/files/AD3xJg7PqT/template-building-inclusive-education-systems-implementation-plan-tracking-11-10-21)

### Ongoing Plan for Reviewing and Updating the Action Plan (Study)

What is your plan for ongoing review and use of the action plan? Reviewing the Action Plan bi-monthly is recommended. Don’t forget to change the revision date at the beginning of the plan in order to maintain version control. *Type your plan/process for reviewing the action plan in the shaded area below.*

| **Frequency?** | **Who is involved?** | **What’s the review process?** | **Process for sharing revisions?** |
| --- | --- | --- | --- |
|  |  |  |  |

### Conduct the Annual Review and Revision of the Action Plan (Act)

Completing a Features Reflection (RISE Part 2) in a second focus area annually is recommended. Teams will revise the action plan based upon review of the current action plan and considering the outcomes of the second Features Reflection. *Type your plan for annual review and revision of the action plan in the table below.*

| **Date for revisiting the RISE** | **Date for Annual Review** | **Who is involved?** | **What’s the review process?** |
| --- | --- | --- | --- |
|  |  |  |  |

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