# TIES Center Logo Inclusive Education Action Plan

### Organization: *Type name in the space below*

### Date of Initial Action Plan: *Type date in the space below*

### Date of Last Revision: *Type date in the space below*

## **Step 1: Get Started**

## **Step 1A: Recruit and Organize the Equitable Inclusive Leadership Team (EILT)**

*Fill out the table below. Insert additional rows as needed.*

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

### [ ]  Equitable Representation on EILT. *Complete the table below.*

| **Does membership on the Equitable Inclusive Leadership Team:**  | Yes | No | In Progress |
| --- | --- | --- | --- |
| Represent the cultural, linguistic, and racial diversity of the system to gain multiple perspectives? |  |  |  |
| Have expertise specific to the inclusion of students with significant disabilities? |  |  |  |
| Include the diversity of roles needed to make and implement decisions? |  |  |  |

Type additional comments that summarize the team’s discussion key points in the box below:

### [ ]  EILT meeting schedule was created (dates/times). *Add scheduled times below.*

### [ ]  EILT developed team communication plan. *Complete the following table.*

|  |  |  |
| --- | --- | --- |
| **Activity/ Task** | **Lead People** | **Timeline** |
|  |  |  |
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## **Step 1B: Review Your Organizational Mission and Vision**

### [ ]  EILT considered their organization’s mission and vision by responding to reflective discussion questions:

* *Does the district’s vision and mission include students with disabilities?*
* *Does the district’s vision and mission include students with significant cognitive disabilities?*
* *Does the district “walk its talk” about its vision and mission statements when looking at the practices for all students? (one resource for examining this question is the LRE data reviewed in Step 1D below)*

*Type the responses in the space below*

## **Step 1C: Review the Organization’s Least Restrictive Environment Data (LRE)**

### [ ]  EILT drew conclusions about the LRE data aggregated and disaggregated by disability, race, grade level, geographic areas, English Learner, free-reduced lunch (FRL) status, and students who take the alternate achievement assessment.

### What are the overall insights from the data analysis? *Write the 3-5 insights from the data analysis below. These insights will help in writing Goal #1 (Note: The data that was reviewed should be attached to the Action Plan or uploaded to an Action Plan file for future comparison.)*

1.

2.

3.

4.

5.

## **Step 1D: Construct Initial Strategies for Developing Commitment**

**[ ]  Initial strategies for developing commitment for an inclusive system of education with key stakeholders were identified.** *Fill out the table below. Insert additional rows as needed.*

|  |  |  |
| --- | --- | --- |
| **Activity** | **Lead People** | **Timeline** |
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Ensure that the activity plan includes a Communication Plan to keep all of the multiple stakeholders engaged and updated on the progress of the work.

## **Step 2: Reflecting on an Inclusive System of Education (The RISE)**

## **Step 2A: RISE Part 1**

**[ ]  The EILT completed RISE Part 1 and identified the priority Focus Area. What is the priority area? Why did the team choose this Focus Area?**

*Type the responses in the space below*

## **Step 2B: RISE Part 2**

### [ ]  The EILT completed the RISE Part 2 for the identified Focus Area(s).

What are examples of areas of strength to build upon? *Type the responses in the space below.*

What are examples of areas of needs? *Type the responses in the space below.*

### [ ]  Based on the RISE findings, the EILT identified overarching takeaways to address in this priority Focus Area.

**Takeaway #1:** *Type**response in the space below.*

**Takeaway #2:** *Type response in the space below.*

**Takeaway #3:** *Type response in the space below.*

## **Step 3: Conduct an Initiative Inventory**

## **Step 3A: Identify a subgroup of the EILT to complete the Initiative Inventory**

| **Name** |
| --- |
|  |
|  |
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|  |

## **Step 3B: Complete the Initiative Inventory**

### [ ]  The EILT or a subgroup completed filling out the Initiative Inventory

### [ ]  Initiative Inventory spreadsheet findings are is distributed to the entire EILT to review.

## **Step 3C: Analyze the results of the Initiative Inventory with the whole EILT**

### [ ]  The EILT identified current initiatives or programs that align with the priorities identified in the RISE and could be leverage to support building an inclusive system of education

*Type the initiatives or programs in the space below.*

## **Step 3D: Finalize the Recommendations to the Action Plan**

### [ ]  The EILT recommended which current initiatives or programs to consider aligning with or leveraging to build an inclusive system of education.

*Type these initiatives or programs in the space below.*

### [ ] Determine who to communicate with about the recommendations

## **Step 4: Action Planning Using the Implementation Drivers**

## **Step 4A: Develop 3-year SMARTIE Goals**

### [ ]  EILT quickly summarizes the key findings from the LRE data review, the information from the RISE process, and the Initiative Inventory to develop 3-year SMARTIE goals for building an inclusive system of education.

**[ ]  EILT wrote two or three 3-year SMARTIE GOALS to build an inclusive system of education.**

(Goal format writing template: Start with a verb, Define the measure, Include from baseline to change wanted by when)

**SMARTIE Goal #1** **addresses a change in placement to the general education classrooms for students with significant cognitive disabilities (Refer to your LRE data).** *Type the 3-year goal in the space below.*

**SMARTIE Goal #2 addresses the quality of inclusive practices in general**

**education (refer to the RISE Priority and Takeaways)** *Type the 3-year goal in*

*the space below.*

**SMARTIE Goal #3 addresses the quality of inclusive practices in general**

**education (refer to the RISE Priority and Takeaways)** *Type the 3-year goal in*

*the space below.*

## **Step 4B: Develop an Annual Activity Plan to Achieve Each 3-Year Goal**

**[ ]  Goal #1:** *Type the goal in the space below*

**Which Implementation Drivers will be leveraged to achieve the goal?**

|  |  |
| --- | --- |
| **Competency Drivers**☐ Selection of Staff and Sites☐ Collaborative Professional Development☐ Coaching | **Organization Drivers**☐ Data-based Decision Making☐ Administrative Structures & Processes☐ Engagement with External Systems |

*Complete the following table for the* ***annual activity plan*** *for Goal #1*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Annual Activities**  | **Lead(s)** | **Date Initiated/ Date Completed** | **Success indicators** | **Data** **Source** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
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Ensure that the activity plan includes a Communication Plan to keep all the multiple stakeholders engaged and updated on the progress of the work.

**[ ]  Goal #2:** *Type the goal in the space below*

**Which Implementation Drivers will be leveraged to achieve the goal?**

|  |  |
| --- | --- |
| **Competency Drivers**☐ Selection of Staff and Sites☐ Collaborative Professional Development☐ Coaching | **Organization Drivers**☐ Data-based Decision Making☐ Administrative Structures & Processes☐ Engagement with External Systems |

*Complete the following table to create the annual activity plan for Goal #2*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Annual Activities**  | **Lead(s)** | **Date Initiated/ Date Completed** | **Success indicators** | **Data** **Source** |
|  |  |  |  |  |
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Ensure that the activity plan includes a Communication Plan to keep all the multiple stakeholders engaged and updated on the progress of the work.

**Goal #3:** *Type the goal in the space below*

**Which Implementation Drivers will be leveraged to achieve the goal?**

|  |  |
| --- | --- |
| **Competency Drivers**☐ Selection of Staff and Sites☐ Collaborative Professional Development☐ Coaching | **Organization Drivers**☐ Data-based Decision Making☐ Administrative Structures & Processes☐ Engagement with External Systems |

*Complete the following table to create the* ***annual activity plan*** *for Goal #3*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Annual Activities**  | **Lead(s)** | **Date Initiated/ Date Completed** | **Success indicators** | **Data** **Source** |
|  |  |  |  |  |
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Ensure that the activity plan includes a Communication Plan to keep all the multiple stakeholders engaged and updated on the progress of the work.

## **Step 5: Implement and Sustain the inclusive Education Plan**

## **Step 5A: Conduct Continuous Learning (Plan, Do, Study, Act)**

### [ ]  The EILT will revisit the 3-year goals, annual Action Plan, and implementation and outcome data of the activities at least every two months. The plan is adjusted, as needed, to ensure implementation progress.

The dates every two months to review the Action Plan are: *Type response in the space below*

### [ ]  The Action Plan and all data are formally reviewed annually to revise the action plan for the following year.

The date of the annual review of the Action Plan is: *Type response in the space below*

## **Step 5B: Deepening the Communication Plan to Stakeholders**

**[ ]  The wide array of stakeholders who will benefit from regular communication throughout the implementation phase and going forward have been considered and included in the plan.**

*Fill out the table below for new stakeholder groups. Insert additional rows as needed.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Stakeholders** | **Activity/Task** | **Lead People** | **Timeline** |
|  |  |  |  |
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## **Step 5C: Determining when to Scale Up and/ or Add New Priorities**

### [ ]  The implementation data of the inclusive practices in the action plan show at least 50-60% implementation with fidelity providing a solid foundation for scaling up.

|  |  |
| --- | --- |
| **Evidence-based Practices**  | **Supporting Data** |
|  |  |
|  |  |
|  |  |

[ ]  **Annual review/ revision of activity plans to achieve the 3-year goals has occurred.**

### [ ]  The Focus Areas of the RISE Part 2 are conducted every three years to reflect on the inclusive system of education and update/ identify new priorities for building a sustainable system.

Tentative date (month/year) for revisiting the RISE. *Type response in the space below*

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### Additional Notes: *Type response in the space below*