

ICSD Inclusion Plan 2015-2016 Draft 6.16.15

Vision 6000+ Thinkers Mission- Engage, Educate, Empower

Our vision is to create and sustain an inclusive educational community where each child is empowered to learn, achieve and realize his or her potential. We embrace and respect the diversity of all students, have high expectations of all students, maximize opportunities for students to participate in all aspects of the school and greater community, and strive to maintain a safe learning environment.

Strategic Metrics

1. Annual survey of parents/caregivers, students, staff who are involved in the special education and/or 504 plan process- October, 2015.
2. Inclusion audit of every school (October-January, 2016). Every school has inclusion audit team comprised of teachers and administrators to review and reflect on practices in the school and the impact of implementation of practices.
3. Create baseline data to create comprehensive profile of students with IEPs and 504 plans within the district. The profile will look beyond test scores.
4. Inclusion teams at individual schools will set goals based on the three above strategic metrics.

Deputy Superintendent, Director of Special Education, Teacher on Special Assignment and other ICSD staff will provide quarterly updates to the board on the progress of the plan and key strategic metrics.

Create and Sustain an Inclusive Educational Community

Goal - Create and sustain an inclusive educational leadership team in the ICSD.

Action Steps

1. Team of 14 administrators and teacher leaders attend Syracuse Inclusive Leadership Institute August 2015.
2. These staff members will form a cadre of trainers/coaches for their peers and work together in modeling inclusive work in the district.
3. Hold ICSD leadership retreat with Inclusive Instructional Leadership focus- August 2015
4. Regular focus on Inclusive Instructional Leadership at the elementary leadership and secondary leadership meeting 2015-2016 school year. Review of building data on a quarterly level, sharing of how changes are being made through school improvement plans and PLC work.

Goal - Create and sustain professional development for teachers and paraprofessionals focused on best practices of inclusive education.

Action Steps

1. The Co-teaching PLC is sustained with general education and special education teacher representatives from each building. (ongoing)
2. The District-wide special education teacher PLC is sustained and meets on a monthly basis to discuss goals, action steps, and best practices. A secondary special education PLC will be formed so that there is consistency in practice preK-12. (2015-2016 school year)
3. Every single paraprofessional receives 8 hours of additional training focused on best practices in the classrooms. Paraprofessionals are able to participate in additional learning opportunities throughout the school year. (2015-2016 school year)

4. Co-teaching pairs will be supported with efforts to collaborate and plan on a regular basis. (2015-2016 school year)
5. School schedules will work to support best practices in inclusive education. (2015-2016 school year)

Goal - Create and sustain an inclusive environment for families, parents and caregivers in all twelve buildings and the district offices.

1. Create and implement more family friendly communication to all families taking part in the special education, response to intervention and academic intervention services. (Fall, 2015)
2. Identify and implement strategies to make CSE meetings more consistent in format throughout the district. (2015-2016 school year)
3. Training will be provided to all staff on improving communication and relationships with families, parents and caregivers. (2015-2016 school year)
4. Families, parents and caregivers will be asked for feedback after meeting with staff members about their children. (2015-2016 school year)

Embrace and Respect the Diversity of all Students

Goal - Recruit and hire and retain a diverse group of educators who are committed to the success of all students.

Action Steps

Goal - Support and sustain Equity Mentor model for each school building.

1. Equity mentor model

High Expectations for all Students

Goal - Develop a consistent district-wide instructional framework for literacy and mathematics instruction for PreK-12.

Action Steps

1. Provide teacher professional development on the Elementary Literacy Framework. (ongoing)
2. Begin work on creation of Elementary Mathematics Framework. (Deliverable to the board by May, 2016.)
3. Begin work on creation of Secondary Literacy Framework and Secondary Mathematics Framework. (Deliverable to the board by August, 2016)

Goal - Develop curriculum models for Prek-12 that empower and engage all students in learning.

Action Steps

1. All curriculum work in the district from Prek-12 utilizes elements of Understanding by Design and Universal Design frameworks (Summer, 2015 and 2015-2016 school year)
2. Teacher created curriculum units and case studies are piloted in all elementary schools.
3. Teachers implementing newly created curriculum have time throughout school year to revise, reflect, and learn from each other. (2015-2016 school year)
4. Training and coaching support will be provided in classrooms and/or in PLCs to support the effective implementation of newly developed curriculum. (2015-2016 school year)

Goal - Implement the RTI model consistently across all school buildings.

Action Steps

1. Establishment of a clear, consistent systems model for RTI with trainings for all staff, families, parents and caregivers. (2015-2016, 2016-2017 school years)
2. Elementary and Secondary leadership summer meetings focused on best practices for RTI. (Summer, 2015)
3. Ongoing work with each school on implementation of best practices for RTI throughout year. (2015-2016, 2016-2017 school years)
4. **Maximize Opportunities for Students to Participate in All Aspects of the School and Community**

Goal - Systematize transition meetings including specific protocols as part of systemic planning and progress monitoring for students with disabilities.

Action Steps

1. Create adhoc committees to review each transition in the district, Prek-K, 5-6, 8-9, to review current practices and determine needed to steps for consistent transition plans across every school in district. (2015-2016 school year)
2. Review information sharing for SWD between all grade levels.

Goal - Expand the use of technology to engage, educate and empower all of our students in grades 4-12.

Action Steps

1. See technology implementation plan.
2. Provide training and support on assistive technology for SWD for staff, students, families, parents and caregivers. (2015-2016 school year)

Goal - Increase number of students with IEPs and 504 plans participating in athletics and performing arts.

Action steps

1. Director of Fine and Performing Arts and Director of Athletics will create committees to develop action steps to increase number of SWD in programs. Plans will be shared to the ICSD school board as part of regular updates. (2015-2016 school year)
2. All staff involved in extracurricular programs will receive ongoing training and support in creating inclusive environments for all students participating in their activities. (2015-2016 school year)

Maintain a Safe Learning Environment

Goal - Provide structures, protocols, and professional development needed for implementation of a consistent approach to inclusively managing discipline and behavior at both the elementary and secondary levels.

Action Steps

1. Review and revise elementary and secondary code of conduct (Summer, 2015)
2. Provide Therapeutic Crisis Intervention training for representatives from each school building. (Summer, 2015, 2015-2016 school year)

Goal - Form a team to collaborate and develop an effective and practical approach for staff to engage, educate, empower and include students with severe behavioral and/or emotional issues in the general education classroom setting as well as in the larger school building.

Action Steps

1. Creation of elementary task force that analyzes the current level of services, the demographics of students needing these services and options for in-house support of these students and staff and families that work with them. (2015-2016 school year)

2. Creation of secondary task force that analyzes the current level of services, the demographics of students needing these services and options for in-house support of these students and staff and families that work with them. (2015-2016 school year)
3. Expansion of the Lighthouse program to the elementary level.(2015-2016 school year)