

## A Needs Assessment and Planning Tool

This school action plan is completed during the afternoon of Day 2 of the Step by Step for Inclusive Schools training and takes approximately 1-2 hours to complete. This is an opportunity for principals and their teams to conduct a quick self-assessment of practices in place and begins with analysis of school data with regard to LRE and academic performance. The school team will identify steps that need to be taken in order to improve their ability to serve students with disabilities in the general classroom while improving student performance in the areas of Reading and Math. This information will be used to inform future decisions regarding support for the school.

### Planning Team Members

Name	Position
	<i>Principal</i>

School: \_\_\_\_\_ Date: \_\_\_\_\_ Will Reassess (Date): \_\_\_\_\_

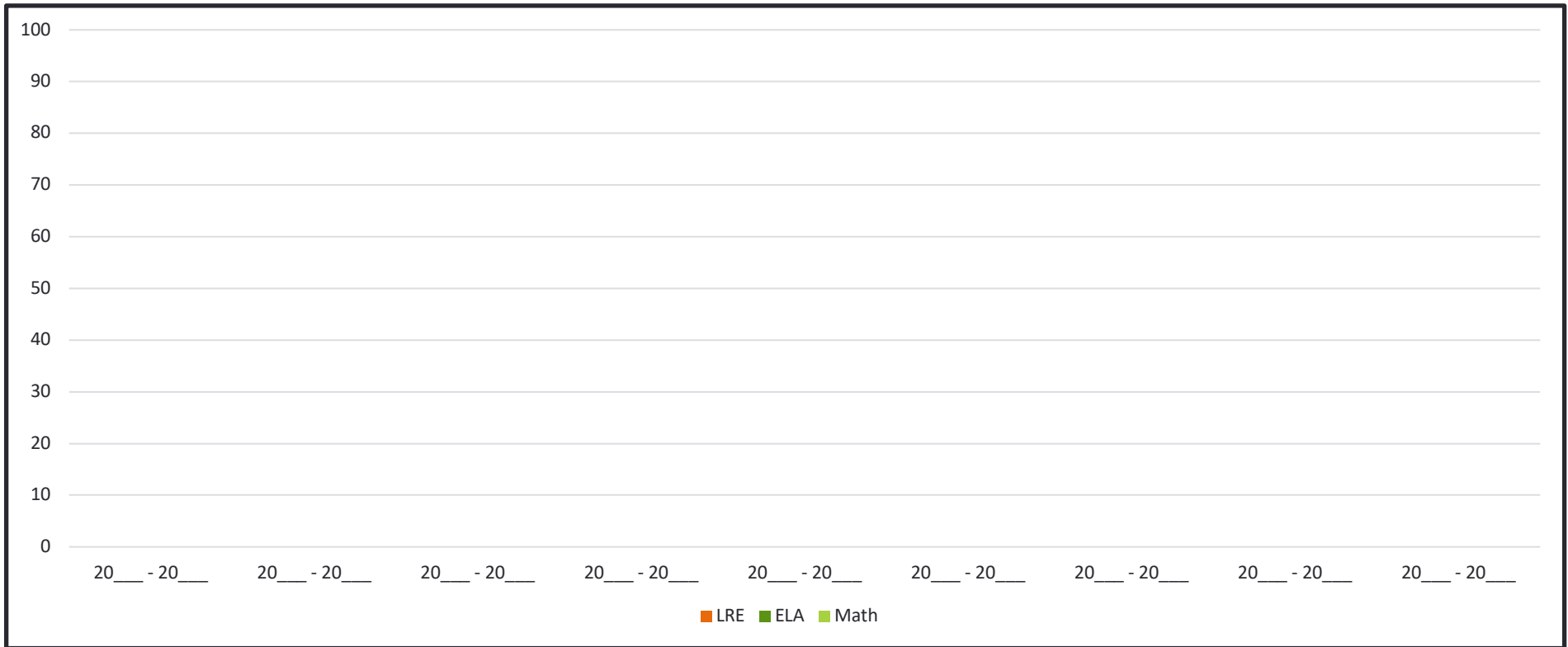
# ASSESSMENT OF SCHOOL PRACTICES RELATED TO INCLUSIVE EDUCATION

## Supporting Data

District Data	School Data
<p><b>LRE (% SWD spending 80% of more in general education classroom)</b></p> <p>District: _____</p> <p><b>Achievement Gap (difference between GE and SWD performance on state assessment)</b></p> <p><b>Math performance</b></p> <p>District: _____</p> <p><b>ELA performance</b></p> <p>District: _____</p>	<p><b>LRE (% SWD spending 80% of more in general education classroom)</b></p> <p>School: _____</p> <p><b>Achievement Gap (difference between GE and SWD performance on state assessment)</b></p> <p><b>Math performance</b></p> <p>School: _____</p> <p><b>ELA performance</b></p> <p>School: _____</p>

School Year	LRE (%) Fall	LRE (%) Spring	Achievement Gap: Math	Achievement Gap: ELA	Notes
Baseline (Date: _____ )					
20____ - 20____					
20____ - 20____					
20____ - 20____					
20____ - 20____					
20____ - 20____					
20____ - 20____					
20____ - 20____					
20____ - 20____					
20____ - 20____					

## Data Display and Analysis



**Your Analysis (rationale for data change):**

**Steps to Accomplish Future Gains:**

## ASSESSMENT OF SCHOOL PRACTICES RELATED TO INCLUSIVE EDUCATION

### A. A Clear and Consistent Vision and Vocabulary for Inclusive Schools

Without a system-wide understanding of the district’s vision for and plans to achieve inclusion for diverse students, success is limited and progress is difficult. In addition, without a clear vision and set of expectations for every school, school districts risk a lack of consistency from school to school and the potential for inequitable opportunities for students. Where noted, your school can reference the results from an annually administered Faculty Survey.

Practice	Current Status			Action Steps	Priority Area?*	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place					
A1. There is a clear and consistent vision of quality inclusive standards for faculty, students and parents in our school.								
A2. Students are educated in their home school.								
A3. The general education classroom is the first consideration when instructional setting is discussed.								
A4. Decisions regarding services needed and instructional setting(s) are <b>based on individual student needs</b> and not on the basis of labels, available services or adult preference.								
A5. No single approach, such as co-teaching, is selected as <b>the</b> model for inclusive education.								
A6. The facilities used by students with disabilities are not stigmatized with regard to location, appearance or design.								
A7. Physical barriers are eliminated and ensure a learning environment that is physically accessible, safe and supportive for all.								
A8. Inclusive education is recognized as a school wide priority, not the priority of a single department.								

\*Select one or two priority areas for each page of this self-assessment. As your school makes progress, you may choose to select additional priority areas during future planning sessions.

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### B. Strong Tier One Instruction

Instruction in every general education classroom must offer rich, engaging and evidence-based instruction focused on on-grade level standards. If this is not present, students are more likely to experience difficulties in school and be referred for special education services. We must not find students eligible for and in need of special education services in response to poor instruction in the general education classroom. Tier 1 is arguably the most critical state in a Multi-Tiered System of Supports.

Practice	Current Status			Action Steps	Priority Area?*	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place					
B1. Instruction is differentiated to accommodate diverse learner needs in every classroom.								
B2. Instructional scaffolds are integrated into every lesson to offer built-in supports that increase student success and engagement.								
B3. Teachers identify student interests and learning characteristics early in the school year and integrate this information in their instructional lessons.								
B4. Flexible grouping is evident in every classroom, thus whole group instruction is not the predominant method of instruction.								
B5. A schoolwide behavioral support system is in place and results in a positive and respectful learning environment for all students.								

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### C. Effective In-Class Support Practices

With effective in-class support in place the needs of many students with disabilities can be met within the general classroom. Effective schools know that in-class support can take many forms including peer support, support facilitation and co-teaching. Individual student needs are considered when planning the correct form of in-class support. Systems are in place to create an atmosphere where in-class support will be effective including training for staff and opportunities for collaborative planning. When in-class support is provided effectively fewer students are instructed outside of the general classroom and academic performance improves.

Practice	Current Status			Action Steps	Priority Area?*	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place					
C1. There is an emphasis on increasing the amount and quality of in-class support options for students with special needs, including co-teaching, support facilitation, and use of peers.								
C2. Related services personnel (OTs, PTs, etc.) and speech/language pathologists (SLPs) provide their services within the general education classroom when appropriate.								
C3. Teachers, paraprofessionals, and related services personnel receive training in providing in-class support services to students and their general education teachers.								
C4. There are systems in place, such as sufficient planning time and strong administrative support to facilitate the success of in-class models of support.								
C5. Peers are effectively used as tutors and natural supports for students with special needs, are trained for these roles, and are used appropriately.								

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### D. Specialized Support

In truly inclusive schools the needs of each student determine the setting in which he or she is educated. While there is a strong emphasis on providing the supports needed to enable each student to be successful in the general education classroom, if all options have been explored and services need to be provided outside of the general education classroom for part or all of the day, those services must meet quality standards.

Practice	Current Status			Action Steps	Priority Area?*	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place					
D1. Students served outside of the general education classroom are served in this environment only after completion of the Format to Guide Instruction Planning (Form 1) and the Analysis of Instructional and Personal Support Needs (Form 2).								
D2. Specialized support settings provide instruction to small groups of students who are working on the same, or very closely related, learner objectives at any given time.								
D3. Instruction is designed to promote participation and progress in the general education curriculum and in the general education settings.								
D4. The specialized support teacher does not address multiple subjects at the same time.								
D5. The specialized support teacher provides rich, activity-based lessons or activities to respond to the needs of the individual students.								
D6. Instructional time is not wasted or students left idle. Inappropriate materials or activities are not used in the specialized setting. The requirement for well-used academic learning time is met in all classes.								
D7. The teacher, on a frequent and regular basis, reviews the extent to which the support provided in the specialized setting is appropriate and effective.								
D8. The teacher reviews the possibility of returning the student back to the general education classroom for in-class support or on a "monitor only" basis.								
D9. The special education and general education teacher(s) routinely communicate with one another and coordinate efforts to align the work in the special education classroom with the general education classroom.								

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### E. Collaboration Among Educators

Effective collaboration among general and special educators, related service personnel, and parents represents the hallmark of inclusive schools. Time and support must be provided to increase the success of inclusion.

Practice	Current Status			Action Steps	Priority Area?*	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place					
E1. School leaders explicitly discuss the expectation for collaboration, equity, and mutual respect among all faculty members.								
E2. Special education personnel are members of grade level/department teams.								
E3. General education and special education teachers are skilled in collaboration and planning techniques.								
E4. General education and special education teachers <i>regularly plan together</i> to prepare lessons, coordinate decisions regarding supports needed and the role of the special education teacher in the general education classroom, when in-class support is used.								
E5. Sufficient time is available to support quality planning.								
E6. School teams openly discuss such issues as teaching styles and philosophies, instructional and behavioral expectations, and shared ownership to enhance the success of their collaboration.								
E7. All faculty members are knowledgeable of the contents of each student's IEP for whom they are responsible.								

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### F. Staffing and Scheduling

The standard for making decisions about a student with disabilities follows the same continuum from least to most segregated settings and we use a clear model for ensuring that each decision is based on the needs and capabilities of the student.

Practice	Current Status			Action Steps	Priority Area?*	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place					
F1. Staffing and scheduling decisions are based solely on the needs of individual students through an objective, student-centered process. Decisions are not made on the basis of labels, places, or available services.								
F2. The natural proportion of students with disabilities in general education classrooms (8-12%) is maintained if special education support is not provided for the whole class period or every day.								
F3. Special education teachers and paraprofessional are incorporated into the schedule to minimize duplication of services and increase the pool of in-class support providers.								
F4. Individual student needs are determined prior to creating the master schedule.								
F5. Special populations teachers recognize that they may service multiple roles throughout the day on the basis of student needs. Their roles are no longer defined by location or disability category.								

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### G. Effective Use of Resources

Many educators believe that inclusive practices are more costly than traditional services offered in ‘pull-out’ settings. Actually, when staffing and other costs are determined on the basis of student needs, staffing requirements typically decrease.

Practice	Current Status			Action Steps	Priority Area?*	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place					
G1. During interviews for new faculty, the expectation of inclusive practices by all teachers and staff is clearly stated.								
G2. All teachers, including teachers of students with disabilities, have access to grade level Teacher’s Editions, all relevant materials and to professional development relative to the district curriculum and effective practices.								
G3. The master scheduling process begins with the needs of students with disabilities.								
G4. The times when required or popular subjects are scheduled (such as reading/language arts, Algebra 1, etc.) are varied throughout the day to maximize the availability of special education teachers and other specialized personnel.								
G5. Training for paraprofessionals is provided to enable them to assume their instructional support roles with competence.								
G6. Create clear and objective criteria for providing one-to-one paraprofessional-student services. This practice should be used only when the health, safety, or participation of the student requires it.								
G7. Protected planning time is provided to coordinate planning, information sharing and service delivery for students with disabilities.								

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### H. Social Inclusion

While physical and academic inclusion are critical for the success of students with disabilities, each school must also focus on providing social inclusion opportunities with same-age peers. This addresses the needs of the ‘whole child’ and has a significant impact on well-being, academic achievement, and post-school success. As families, educators and community members recognize the importance of inclusive practices, new and authentic partnerships must be formed.

Practice	Current Status			Action Steps	Priority Area?*	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place					
H1. Students with disabilities are considered general education students and full members of our school community.								
H2. Our faculty members create opportunities for building relationships developed in classrooms and in social and after-school settings.								
H3. Students with disabilities, including those with cognitive and emotional disabilities, have opportunities to serve in leadership roles in the school.								
H4. In-school relationships flourish between students with disabilities and their typical peers.								
H5. Parents feel that they are welcome and valued partners in the educational process.								
H6. Parents of students with disabilities receive information and/or training regarding the IEP development process and how they can effectively participate in an IEP Team Meeting at this school.								
H7. Parents receive information and/or training regarding options to resolve any disagreements about a student’s IEP and are encouraged to do so through discussion with school staff before pursuing more formal, higher level forms of conflict resolution.								
H8. Parents receive information and/or training regarding inclusive practices, quality standards for serving students with special needs, and the positive impacts for all students.								

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## Necessary Conditions for Success

What are the necessary conditions for success?

From the School	District	S&A
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.