2020-21 Competitive Grant Action Plan

**This Competitive Grant Action Plan document is a required component of the Inclusionary Practices Project (IPP) 2020-21 Competitive Grant Application.** The purpose of this Action Plan is to support local systems with the implementation of inclusionary practices. District systems should work with selected pilot school sites to complete this template and upload it as part of the application.

Please contact David Green at david.green@k12.wa.us with questions regarding this template.

# Action Plan Components

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| **District Name:**  |  |
| **Pilot school sites:** |  |
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 *(add additional rows, as needed)*

# District Inclusionary Leadership Team

The district leadership team will help guide system-wide activities in support of inclusionary practices, utilizing placement data collection and analysis.

Systems are encouraged to leverage existing leadership structures for these discussions, and participants should be representative across content areas, pilot school sites, feeder schools, and family and community members.

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| **Name/Role** |  | **Name/Role** |

[*(add additional rows, as needed)*](https://www.k12.wa.us/sites/default/files/public/specialed/inclusion/pilotactionplan_addtlines.pdf)

# School Inclusionary Leadership Teams

Pilot school sites should also establish inclusionary practices site teams, either as new structures or within existing collaborative teams. Similarly, participants should be representative across content areas, grade levels, and family and community members.

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| **SCHOOL TEAM #1:** |  |
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| **Team Member Name/Role** |  | **Team Member Name/Role** |
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| **Team Member Name/Role** |  | **Team Member Name/Role** |
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| **Team Member Name/Role** |  | **Team Member Name/Role** |
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| **SCHOOL TEAM #2:** |  |
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| **Team Member Name/Role** |  | **Team Member Name/Role** |
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| **Team Member Name/Role** |  | **Team Member Name/Role** |
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| **Team Member Name/Role** |  | **Team Member Name/Role** |
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| **SCHOOL TEAM #3:** |  |
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| **Team Member Name/Role** |  | **Team Member Name/Role** |
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| **Team Member Name/Role** |  | **Team Member Name/Role** |
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| **Team Member Name/Role** |  | **Team Member Name/Role** |
| [*(add additional rows/pages, as needed)*](https://www.k12.wa.us/sites/default/files/public/specialed/inclusion/pilotactionplan_addtnames.pdf) |

# Projected Needs and Goals

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| --- |
| **Expected Needs:** *Based on what you know about your district and current situation, what do you think your expected needs will be in order to increase inclusionary practices and students in least restrictive environments?*  |
| **Project Impact for Equity:** *What components of your project are going to address or impact equity issues and opportunity gaps, including racial equity, language access, social/emotional development, etc.?* |
| **Inclusionary Practices Project Priority:***(Which of the following project priorities will your activities address? May choose more than one.)*[ ]  Coaching/mentoring[ ]  State and local capacity to demonstrate positive peer relationships[ ]  State and local capacity to utilize the expertise of Washington public education faculty, staff and leaders[ ]  Strengthening and aligning existing professional development and support activities [ ]  Engaging parents and families[ ]  Building student independence |
| **How will family/guardian input be solicited and used to inform your approach to inclusion? In which ways and how frequently will families/guardians be informed about their school’s progress towards greater inclusion?** |
| **Project Goals:** *(State your project goal(s) as clearly as possible.)***With which of the following project priorities do your goals align?***(May choose more than one.)*[ ]  Build collaboration between general education and special education teachers[ ]  Build vertically aligned capacity and supports[ ]  Build and demonstrate positive peer relationships[ ]  Build educators capacity for inclusive practices |
| **How will you measure success in your project goal(s)?** |
| **Alignment/support/collaborations:** *(What existing district, building, and/or broader support will your projects and activities receive? Who will be important collaborative partners to your work?)* |
| **Funding allocation:*** *Each school district will receive a base allocation of $15,000, plus a per-pupil allocation of $95 per student with a disability in the participating schools.*
* *Other LEAs (including charter schools, tribal compact schools, skills centers, etc.) will receive a base allocation of $5,000, plus a per-pupil allocation of $95 per student with a disability.*
* *If you would like to request additional funds for other activities, beyond the allocation amounts, please provide the amount requested and a brief rationale for the increased amount. Also, be sure to reflect those specific activities in the following activities map and implementation timeline.*
 |

# Pilot Activities Map: District- and Building-level

This activities map is provided to support the development of your project budget, spending plan, and evaluation design. Map onto this tool the project priorities and goals you identified above, and their related costs. This is also a space to be explicit about what success will look like for students and for systems, as well as how and when you will measure it. **Reminder: These project funds should be spent primarily to support educator capacity around inclusionary practices.**

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| **Expected Outcome/Goal** | **Related Activities**  | **Budget/Costs** | **Success Measure(s) for Pilot Activities** | **Timeline forEvaluation of Success** |
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# Project Implementation Timeline

Complete the following implementation timeline, inclusive of the projected needs and activities map completed above. To support your planning, an exemplar timeline follows this blank form. Except for the components and due dates marked **required**, the sample timeline is not intended to be a prescriptive or an exhaustive list.

**Fall - Winter 2020**

* **Required Activity:** By December 18, 2020, submit a completed the District-level LRE Self-Assessment

**Spring 2021**

* **Required:** By March 19, 2021, submit within iGrants a mid-year report with fiscal and program updates
* **Required:** By June 25, 2021, submit within iGrants an end-of-year report with fiscal and program updates

# Sample Implementation Timeline

This sample timeline is provided to support your planning. Except for the components and due dates marked **required**, it is not intended to be a prescriptive or exhaustive list.

**Fall – Winter 2020**

* Establish district- and building-level inclusionary leadership teams, including members and meeting frequency
* Conduct placement/LRE Data Analyses: district- and building-level data review, compared with state (links to LRE data sources can be found within the iGrants Form Package)
	+ Data sources: [special education indicators](https://www.k12.wa.us/student-success/special-education/special-education-data-collection), [statewide data, WSIF supports, SQSS indicators](https://washingtonstatereportcard.ospi.k12.wa.us/), etc.
	+ Conduct a student-level LRE data review to ensure accurate LRE calculations.
	+ Review disaggregated LRE data by race, eligibility for free and reduced-price lunch (FRPL), language development needs, etc.
	+ Establish district and building LRE baselines and identify LRE and student outcome targets
* Map existing district and building improvement initiatives (e.g., MTSS/PBIS, Schoolwide Title, School Improvement, BEST, Fellows, etc.) and identify potential alignment/support opportunities
* Review Inclusionary Practices [Theory of Action](https://www.k12.wa.us/sites/default/files/public/specialed/data/pubdocs/Inclusionary%20Practices%20Theory%20of%20Action_Accessible_9-6-19.pdf) and [Logic Model & Driver Diagram](https://www.k12.wa.us/sites/default/files/public/specialed/inclusion/Inclusionary-Pratices-PD-Logic-Model.pdf)
* Through the context of the completed LRE data analyses and self-assessment(s), identify targeted priority areas and inclusionary drivers
* Identify coaching/observation protocols and schedule ongoing observations and debrief sessions
* Continue mapping pilot project activities and timelines, including inclusionary professional development needs/costs, travel costs, participant support costs for training of non-staff participants, staffing needed for coaching/mentoring supports, costs for release time for peer observations and debriefs, etc.
	+ Complete additional vetted needs assessments, as determined by leadership team
	+ Conduct building-level needs assessment(s) to support goal setting
* **Required Activity:** By December 18, 2020, submit a completed the District-level LRE Self-Assessment

 **Spring 2021**

* Conduct review of staff guidance around placement decisions for students with disabilities
* Identify individual case studies and/or problems of practice for pilot sites for discussion/support
* **Required:** By March 19, 2021, submit within iGrants a mid-year report with fiscal and program updates
* Summarize results of individual case studies and/or problems of practice in individual pilot sites
* Identify goals, activities, and supports needed for continuing and/or scaling up inclusionary practices
* **Required:** By June 25, 2021, submit within iGrants a final project summary