



INCLUSIVE EDUCATION: SCHOOL ACTION PLAN

SCHOOL: Riverside High School 2018-2019

ACTION STEPS: (based off survey quality indicators)	Person(s) Responsible	Resources Needed	Time Frame	Evidence of Mastery
<p>1. Collaborative Planning</p> <p><i>We continue to improve collaborative practices. Admin has established expectations; more staff are responsible as we implement a shared leadership model including the teachers themselves to ensure best practices.</i></p>	<p>RVHS Admin Dept. Chairs Teachers</p>	<p>Master Schedule PLC Meeting Schedules PLC Minutes/Data</p>	<p>2018-2019</p>	<p>PLC meetings with more special educators in attendance PLC meeting minutes SpEd teachers contribute strategies which are implemented in classroom practices</p>
<p>2. IEPs and IEP Services</p> <p><i>We established IEP expectations through Special Ed Dept. meetings, PD and trainings. We continue to improve through County-wide modules, but also have identified specific areas of growth for Riverside SpEd Staff.</i></p>	<p>RVHS Admin Special Education Teachers</p>	<p>Phoenix Student File</p>	<p>2018-2019</p>	<p>Documentation of IEP Data</p> <ul style="list-style-type: none"> • Data spreadsheet compared to last year's • Individual IEPs reviewed • Improved IEP writing <p>Addition of SpEd Dean to increase modeling, support and training.</p>
<p>3. Disproportionality Data Analysis</p> <p><i>The RVHS PBIS team and admin team will review and analyze disproportionality data for behavior and academics. Based on the analysis a plan will be created to address identified areas of concern.</i></p>	<p>RVHS Admin PBIS Team</p>	<p>School Data Planning Time PD time</p>	<p>2018-2019</p>	<p>Greater inclusive practices, reduced disproportionality</p> <ul style="list-style-type: none"> • SOL Data • Behavior Data • Discipline Data