

INCLUSIVE EDUCATION: SCHOOL ACTION PLAN

SCHOOL: LVH

ACTION STEPS:	Person(s) Responsible	Resources Needed	Time Frame	Evidence of Mastery
<p>1.Maintain or increase the numbers of students whose IEPs identify team taught support moved from self-contained if determined by iep team as appropriate; or from team taught to gen ed support as determined appropriate by the iep team.</p>	<p>AP/Designee, Chair, Dean, LVH Admin</p>	<p>Appropriate staffing to meet the needs identified in the IEPs.</p>	<p>18-19 SY</p>	<p>Triangulated data reports showing inclusion rates to include total students with IEPs in team-taught classes and percentage of sections taught as team taught sections by core area. And use of currently calculated data – maintaining the minimum standard as identified by the district and the state.</p>
<p>2.Maintain ongoing support of and professional development of LVH case managers to assist with the appropriate writing of services time on the services page.</p>	<p>AP/Designee, Chair, Dean Case Managers</p>	<p>Time for professional learning at LVH.</p>	<p>18-19 SY</p>	<p>Accuracy of services time.</p>

3. Provide ongoing support to and professional development of LVH general education teachers and LVH special education teachers who are co-teaching.

AP/Designee, Chair, Dean
LVH Admin

Time for professional learning at LVH.

18-19 SY

Qualitative formative measures of team performance as determined by the school principal.

4. Participate in professional development with the supervisor to better understand phoenix reports; and to share other ways we monitor and interpret and categorize these numbers from our in house perspective.

AP/Designee, Chair, Dean
LVH Admin, Spec Ed supervisor

Time with LCPS spec ed supervisor

18-19 SY

Quarterly monitoring of data in #1 above with spec ed supervisor.