



INCLUSIVE EDUCATION: SCHOOL ACTION

PLAN

SCHOOL: Broad Run High School

Date: November 14, 2018

ACTION STEPS:	Person(s) Responsible	Resources Needed	Time Frame	Evidence of Mastery
1. Analyze student (disabilities, current services, and goals), to transition from Self-Contained and increase Academic Support classes when determined by IEP team; or from Academic Support classes into General Education classes.	Special Education Contact (AP), Dean of Spec. Ed., and department chair, with support from Special Education Supervisor and Consulting Teacher	Monthly data for student services	Ongoing	Updated inclusive data
2. Establish IEP expectations through Special Education Department meetings, professional development through LCPS-county wide modules and classes. In addition, continued support of case managers for writing IEPs, progress reports, and data collection.	Special Education Contact (AP), Dean of Spec. Ed., and department chair, school counselor, with support from Special Education Supervisor and Consulting Teacher	Phoenix Vision My Learning Plan	Ongoing	Updated inclusive data
3. Workshops with General and Special education teachers that team together to develop guidelines for team teaching roles and responsibilities providing collaborative models for all models of team teaching. Continue to provide special education teachers with common planning time to collaborate with content area teachers.	Special Education Contact (AP), Dean of Spec. Ed., and department chair, with support from Special Education Supervisor and Consulting Teacher	Research based practices/ materials In-house PD	Ongoing	Feedback from teachers and parents regarding student opportunities. Principal, Assistant Principal, Dean and/or Department Chair observations
4. The Administration team along with PSSST and SST teams will analyze and review disproportional data for behavior and academics	School based administration	Allowance of time in master schedule	Ongoing	SOL Data, Discipline Data, Behavior Data

