

# Addressing Best Practices for Inclusive Education in the FDOE School Improvement Plan

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*Section 1001.42, Florida Statutes, requires districts to annually approve, and require implementation of, a school improvement plan (SIP) for each non-charter school in the district. This document provides a list of all indicators in the Best Practices for Inclusive Education (BPIE) school-level assessment and the location within the department's 2017-18 SIP where each indicator may be addressed.*

*Part I of the SIP requires school leadership teams to provide information on the current situation at the school. The information gathered in Part I is intended to inform needs assessment and strategic goal development captured in Part II and development of implementation plans for the school's highest priority goals captured in Part III.*

*BPIE indicators may be addressed in Part I if strategies are currently implemented, in Part III if strategies will be implemented in the coming year, or in both parts when applicable.*

*Additional information on the BPIE school-level assessment can be found at <http://www.floridainclusionnetwork.com/school-bpie/>.*

## Domain: Leadership and Decision-Making

1. The school leadership team analyzes data to identify barriers and initiate improvement steps that increase the number of students with low and high incidence disabilities, across all grades, in general education and natural contexts.

This indicator may be addressed in the **Needs Assessment** (Part II), a path of inquiry that is comprised of problem identification, problem analysis, and strategic goal formulation. The **Needs Assessment** (Part II) should result in the development of strategic goals and associated data targets that address the school's greatest area(s) of need; the goals and targets will be captured in **Steps 1a** and **1b** of **Problem Solving** (prepopulates Part III).

2. Short and long term efforts to implement and improve inclusive educational practices, as measured by the BPIE, are included in the SIP.

This indicator may be addressed by using the **Problem Solving** module (prepopulates Part III of the SIP) to capture goals and strategies resulting from the BPIE school-level assessment.

3. The school has a key person who oversees, coordinates, and monitors the implementation of best practices for inclusive education for all SWDs.

This indicator may be addressed in your response to the first question under **Duties** in the **School Leadership Team** section (Part I: C.1.b.1.) for strategies the school is currently implementing, and/or in Steps 5, 6, 7, and/or 8 of **Problem Solving** (prepopulates Part III) for strategies the school is planning to implement in the upcoming school year.

4. School administrators advocate for all SWDs to have the same school choice options as students without disabilities to ensure all SWDs receive educational services in their neighborhood school or school of choice.

This indicator may be addressed in your response to the second question under **Duties** in the **School Leadership Team** section (Part I: C.1.b.2.) for strategies the school is currently implementing, and/or in the **Problem Solving** module (prepopulates Part III) if identified as an opportunity for improvement in the upcoming school year.

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5. School data reflect that all SWDs, regardless of the type or severity of disability, receive their education and related services in age and grade appropriate, heterogeneous, general education contexts 80 percent or more of the day.

This indicator may be addressed in the **Needs Assessment** (Part II), and/or in the **Problem Solving** module (prepopulates Part III) if identified as an opportunity for improvement in the upcoming school year.

6. School data reflect that all SWDs, ages 3-5, receive special education and related services in the regular early childhood (Pre-K) and kindergarten classes with peers without disabilities. *(Schools with Pre-K programs only)*

This indicator may be addressed in the **Needs Assessment** (Part II), and/or in the **Problem Solving** module (prepopulates Part III) if identified as an opportunity for improvement in the upcoming school year.

7. School administrators communicate expectations for all school personnel to share responsibility for all of the students in their building and consider all SWDs as general education students first.

This indicator may be addressed in your response to the first and/or second questions in the **School Environment** section (Part I: A.2.a. and A.2.b.) for strategies the school is currently implementing, and/or in the **Problem Solving** module (prepopulates Part III) for strategies the school is planning to implement in the upcoming school year.

8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWDs.

This indicator may be addressed in your response to the second question under **Duties** in the **School Leadership Team** section (Part I: C.1.b.2.) for strategies the school is currently implementing, and/or in the **Problem Solving** module (prepopulates Part III) for strategies the school is planning to implement in the upcoming school year.

9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.

This indicator may be addressed in your response to the second question in the **School Environment** section (Part I: A.2.b.), and supplemented with information in the **Family and Community Engagement** section (Part I: B.), for strategies the school is currently implementing, and/or in the **Problem Solving** module (prepopulates Part III) for strategies the school is planning to implement in the upcoming school year.

10. School administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position.

This indicator may be addressed in your response to the second question in the **Public and Collaborative Teaching** section (Part I: D.2.) for strategies the school is currently implementing, and/or in the **Problem Solving** module (prepopulates Part III) for strategies the school is planning to implement in the upcoming school year.

11. School administrators advocate for all SWDs to be transported to and from school- and community-based activities with students without disabilities attending the same school, except for those who have an IEP indicating a shortened school day.

This indicator may be addressed in your response to the second question in the **School Environment** section (Part I: A.2.b.) for strategies the school is currently implementing, and/or in the **Problem Solving** module (prepopulates Part III) for strategies the school is planning to implement in the upcoming school year.

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12. All SWDs have the same opportunities as students without disabilities to participate in all school sponsored, non-academic, age-appropriate activities including electives, sports, dances, clubs, field trips, school plays, community service activities, and graduation activities.

This indicator may be addressed in your response to the second question in the **School Environment** section (Part I: A.2.b.) for strategies the school is currently implementing, and/or in the **Problem Solving** module (prepopulates Part III) for strategies the school is planning to implement in the upcoming school year.

13. All students, including SWDs, are given equal consideration for recognition through honors, awards, and other designations offered by the school.

This indicator may be addressed in your response to the second question in the **School Environment** section (Part I: A.2.b.) for strategies the school is currently implementing, and/or in the **Problem Solving** module (prepopulates Part III) for strategies the school is planning to implement in the upcoming school year.

14. School administrators analyze data to identify professional development (PD) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.

This indicator may be addressed in the **Needs Assessment** (Part II), a path of inquiry that is comprised of problem identification, problem analysis, and strategic goal formulation. The **Needs Assessment** (Part II) should result in the development of strategic goals and associated data targets that address the school's greatest area(s) of need; the goals and targets will be captured in **Steps 1a** and **1b** of **Problem Solving** (prepopulates Part III). Specific professional development and technical assistance activities may be identified in the action plan for a strategy (**Step 5**) and marked as a **PD Opportunity** or **TA Opportunity**, respectively.

15. School leaders provide job-embedded PD for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWDs.

This indicator may be addressed in your response to the second question in the **Public and Collaborative Teaching** section (Part I: D.2.) for strategies the school is currently implementing. This indicator may also be addressed in the **Problem Solving** module (prepopulates Part III) for strategies the school is planning to implement in the upcoming school year; if the action plan for a strategy, outlined in **Step 5**, includes a professional development activity, the specific action step should be marked as a **PD Opportunity**.

16. School leaders facilitate job-embedded TA for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWDs.

This indicator may be addressed in your response to the second question in the **Public and Collaborative Teaching** section (Part I: D.2.) for strategies the school is currently implementing. This indicator may also be addressed in the **Problem Solving** module (prepopulates Part III) for strategies the school is planning to implement in the upcoming school year; if the action plan for a strategy, outlined in **Step 5**, includes a technical assistance activity, the specific action step should be marked as a **TA Opportunity**.

17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.

This indicator may be addressed in your response to the first question in the **Public and Collaborative Teaching** section (Part I: D.1.) for strategies the school is currently implementing, and/or in the **Problem Solving** module (prepopulates Part III) for strategies the school is planning to implement in the upcoming school year.

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## Domain: Instruction and Student Achievement

18. Specials, electives, and career and technical education (CTE) teachers have regularly scheduled opportunities to consult with special education teachers and related service providers to implement strategies that support the learning of all SWDs in their classes.

This indicator may be addressed in your response to the first question in the **Public and Collaborative Teaching** section (Part I: D.1.) for strategies the school is currently implementing, and/or in the **Problem Solving** module (prepopulates Part III) for strategies the school is planning to implement in the upcoming school year.

19. General and special education teachers use the Florida Standards as the foundation for instruction of all SWDs, including those with a significant cognitive disability.

This indicator may be addressed in your response to the first question in the **Instructional Programs** section (Part I: E.1.a.i.) for strategies the school is currently implementing, and/or in the **Problem Solving** module (prepopulates Part III) for strategies the school is planning to implement in the upcoming school year.

20. A multi-tiered system of supports (MTSS) and problem-solving process is consistently used by school personnel to ensure progress in the general education curriculum, across all grades and settings, for all students with and without disabilities.

This indicator may be addressed in your response to the first question in the **Instructional Strategies** section (Part I: E.1.b.i.) and/or the first question under **PreK-12 Transition** in the **Student Transition and Readiness** section (Part I: E.2.a.1.) for strategies the school is currently implementing, and/or in the **Problem Solving** module (prepopulates Part III) for strategies the school is planning to implement in the upcoming school year.

21. All instructional and related services personnel use formative assessment processes and tools to gather, analyze, and evaluate data about effective instruction and behavior interventions for all students with and without disabilities in general education and natural contexts.

This indicator may be addressed in your response to the first question in the **Instructional Strategies** section (Part I: E.1.b.i.) for strategies the school is currently implementing, and/or in the **Problem Solving** module (prepopulates Part III) for strategies the school is planning to implement in the upcoming school year.

22. Teachers of SWDs who spend less than 80 percent of their day in general education classes use formative assessment data to identify effective instructional and behavioral interventions that, when implemented in general education and natural contexts, allow SWDs to make progress toward meeting IEP and learning goals.

This indicator may be addressed in your response to the first question in the **Instructional Strategies** section (Part I: E.1.b.i.) for strategies the school is currently implementing, and/or in the **Problem Solving** module (prepopulates Part III) for strategies the school is planning to implement in the upcoming school year.

23. There is a schoolwide approach to facilitate positive, interdependent relationships and social responsibility among all students with and without disabilities across all general education and natural contexts.

This indicator may be addressed in your response to the first and/or second questions in the **School Environment** section (Part I: A.2.a. and A.2.b.) for strategies the school is currently implementing, and/or in the **Problem Solving** module (prepopulates Part III) for strategies the school is planning to implement in the upcoming school year.

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24. There is a schoolwide approach for planning and implementing Universal Design for Learning across all instructional and non-instructional school contexts.

This indicator may be addressed in your response to the first question in the **Instructional Strategies** section (Part I: E.1.b.i.) for strategies the school is currently implementing, and/or in the **Problem Solving** module (prepopulates Part III) for strategies the school is planning to implement in the upcoming school year.

25. There are a variety of service delivery models in place, across all grade levels, to provide instruction and related services to SWDs in general education classes and natural contexts.

This indicator may be addressed in your response to the first question in the **Instructional Strategies** section (Part I: E.1.b.i.) for strategies the school is currently implementing, and/or in the **Problem Solving** module (prepopulates Part III) for strategies the school is planning to implement in the upcoming school year.

26. All paraprofessionals have received PD that includes clear descriptions of their work responsibilities and strategies for providing support to SWDs in general education classrooms and natural contexts.

This indicator may be addressed in your response to the second question in the **Public and Collaborative Teaching** section (Part I: D.2.) for strategies the school is currently implementing. This indicator may also be addressed in the **Problem Solving** module (prepopulates Part III) for strategies the school is planning to implement in the upcoming school year; if the action plan for a strategy, outlined in **Step 5**, includes a professional development activity, the specific action step should be marked as a **PD Opportunity**.

## Domain: Communication and Collaboration

27. All special education teachers are full, collaborative members of a general education curriculum team.

This indicator may be addressed in your response to the first question in the **Public and Collaborative Teaching** section (Part I: D.1.) for strategies the school is currently implementing, and/or in the **Problem Solving** module (prepopulates Part III) for strategies the school is planning to implement in the upcoming school year.

28. General and special education teachers use regularly scheduled collaborative planning time to clarify their roles and responsibilities while planning effective instruction and assessment for all students.

This indicator may be addressed in your response to the first question in the **Public and Collaborative Teaching** section (Part I: D.1.) for strategies the school is currently implementing, and/or in the **Problem Solving** module (prepopulates Part III) for strategies the school is planning to implement in the upcoming school year.

29. Family members of SWDs are contributing members of school decision-making groups.

This indicator may be addressed in your response to the first question in the **Family and Community Involvement** section (Part I: B.1.) and/or the first question under **Membership** in the **School Advisory Council** section (Part I: C.2.a.) for strategies the school is currently implementing, and/or in the **Problem Solving** module (prepopulates Part III) for strategies the school is planning to implement in the upcoming school year.

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30. Learning opportunities and resources are provided to families of SWDs as a result of needs assessment and student data.

This indicator may be addressed in your response to the first question in the **Family and Community Involvement** section (Part I: B.1.) for strategies the school is currently implementing, and/or in the **Problem Solving** module (prepopulates Part III) for strategies the school is planning to implement in the upcoming school year.

31. When communicating with families of SWDs, all personnel consider family members as a resource and obtain their input in planning and problem solving.

This indicator may be addressed in your response to the first question in the **Family and Community Involvement** section (Part I: B.1.) and/or the first question under **Duties** in the **School Advisory Council** section (Part I: C.2.b.1.) for strategies the school is currently implementing, and/or in the **Problem Solving** module (prepopulates Part III) for strategies the school is planning to implement in the upcoming school year.

32. The SIP and subsequent reports of progress toward implementing inclusive practices are disseminated to families, school district personnel, and community members annually.

This indicator may be addressed in your response to the first question in the **Family and Community Involvement** section (Part I: B.1.) and/or the first question under **Duties** in the **School Advisory Council** section (Part I: C.2.b.1.) for strategies the school is currently implementing, and/or in the **Problem Solving** module (prepopulates Part III) for strategies the school is planning to implement in the upcoming school year.

33. The school uses a person-centered planning process for SWDs.

This indicator may be addressed in your response to the fourth question in the **School Environment** section (Part I: A.2.d.) for strategies the school is currently implementing, and/or the **Problem Solving** module (prepopulates Part III) for strategies the school is planning to implement in the upcoming school year.

34. The school uses a team decision-making process to ensure SWDs transition from grade to grade, school to school, and district to district to ensure placement in the least restrictive environment.

This indicator may be addressed in your response to the third question in the **School Environment** section (Part I: A.2.c.) and/or the first question under **PreK-12 Transition** in the **Student Transition and Readiness** section (Part I: E.2.a.1.) for strategies the school is currently implementing, and/or in the **Problem Solving** module (prepopulates Part III) for strategies the school is planning to implement in the upcoming school year.