F.A.C.T. FOLIO
Fostering Achievement and Community Together

Using Best Practices for Inclusive Education to Plan for Improvement

This F.A.C.T. Folio highlights how stakeholders can leverage the Best Practices for Inclusive Education (BPIE) Assessment to plan for improvement efforts.
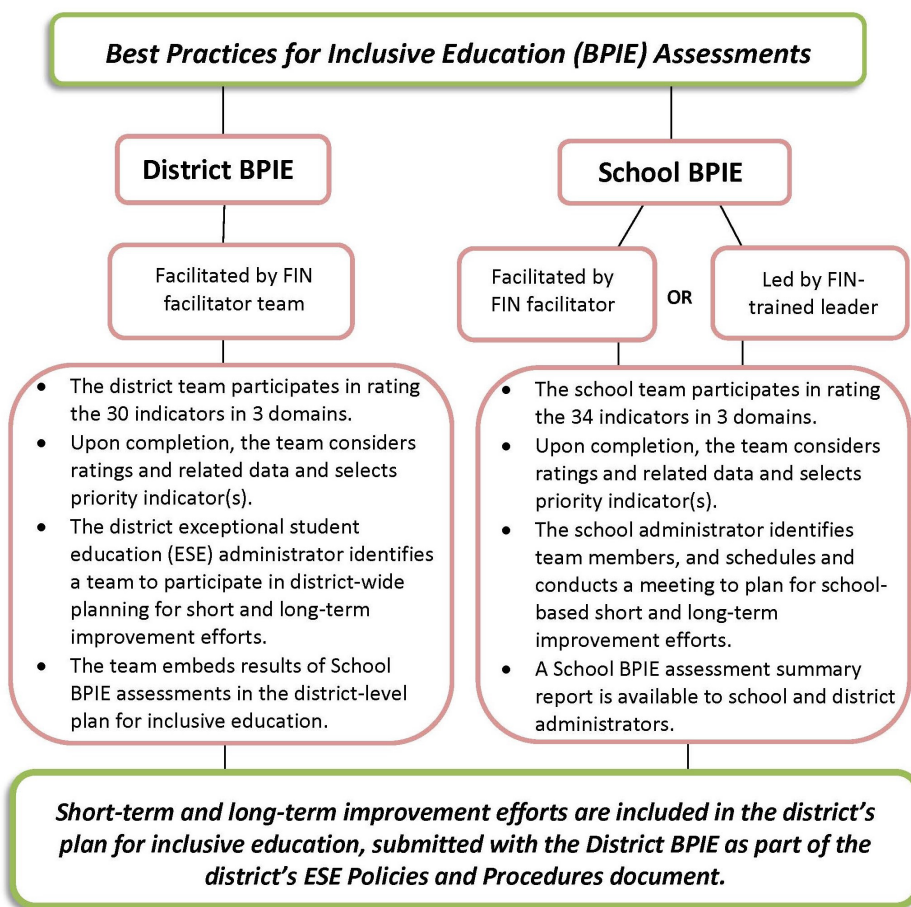
WHAT IS AN INCLUSIVE SCHOOL?

In Florida, inclusion is defined in Section 1003.57, Florida Statutes, (F.S.). An inclusive school educates students with disabilities alongside students without disabilities in age-appropriate general education classrooms and across the school environment, using the specially designed instruction and supports as determined by their Individual Education Plans (IEP). Special education services are provided within the context of the general education curriculum in the student's neighborhood school. Strategic planning is required in order to establish an inclusive culture across the classroom and school community.

INCLUSIVE SCHOOLS RECOGNIZE THAT ...

- Students with disabilities are general education students first.
- Students with disabilities ages 3-21 are valued members of general education classrooms whose teachers hold high expectations for student success.
- Inclusive practices require effective written and oral communication, collaboration, and interdependence among administrators, staff, students and family members.
- Inclusive models promote student-centered planning for more creative and efficient use of existing resources (e.g., staff, time and funding).
- Effective teachers teach the state academic standards using a variety of approaches, instructional strategies and assessments that are tailored to meet the needs of learners.
- Job-embedded professional development (PD) for teachers is integrated into the workday as part of a reflective cycle of improvement.
- Students with disabilities are included in the collection, organization, analysis, interpretation and whole school planning related to student achievement and behavioral data.
- The school culture fosters positive, interdependent relationships among all students with and without disabilities.

The Relationship Between the District and School BPIE Assessment Processes

Best Practices for Inclusive Education (BPIE) Assessments

District BPIE

Facilitated by FIN facilitator team

- The district team participates in rating the 30 indicators in 3 domains.
- Upon completion, the team considers ratings and related data and selects priority indicator(s).
- The district exceptional student education (ESE) administrator identifies a team to participate in district-wide planning for short and long-term improvement efforts.
- The team embeds results of School BPIE assessments in the district-level plan for inclusive education.

School BPIE

Facilitated by FIN facilitator **OR** Led by FIN-trained leader

- The school team participates in rating the 34 indicators in 3 domains.
- Upon completion, the team considers ratings and related data and selects priority indicator(s).
- The school administrator identifies team members, and schedules and conducts a meeting to plan for school-based short and long-term improvement efforts.
- A School BPIE assessment summary report is available to school and district administrators.

Short-term and long-term improvement efforts are included in the district's plan for inclusive education, submitted with the District BPIE as part of the district's ESE Policies and Procedures document.

The selection of priority indicators by the district and by the schools within the district leads to the development of a Plan for Inclusive Education. The five most frequently selected SBPIE indicators are embedded in the district's Plan for Inclusive Education.
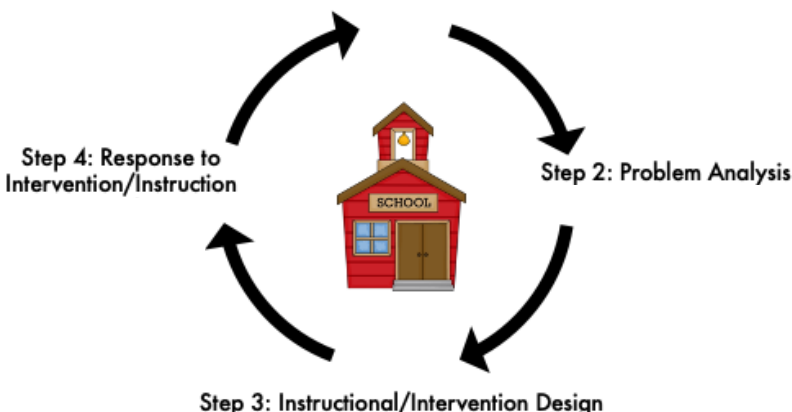
Schools may consider several options for how to address their BPIE priorities:
- develop their own plan
- align activities with the district's plan

Using the Four-Step Problem-Solving Process to Develop a Plan for Inclusive Education

Step 1: Goal Identification (Problem Identification)

Step 2: Problem Analysis

Step 3: Instructional/Intervention Design

Step 4: Response to Intervention/Instruction

Graphic adapted from
https://floridarti.usf.edu/resources/gtips/GTIPS_3rdEd.pdf

Following the four-step problem-solving process, the graphic on the left shows the four critical steps used in the on-going cycle.

Let's look at a hypothetical example of how a school team could use the four-step problem-solving process when planning for improvement. This example uses School BPIE (SBPIE) indicator #15:

15. School leaders provide job-embedded professional development (PD) for all school-based personel, as appropriate for their job role, on best practices for inclusive education for all students with disabilities.

FOUR-STEP PROBLEM SOLVING PROCESS

1 IDENTIFY THE GOAL

After discussing and reviewing data related to this indicator, the team decided that PD for teachers should be provided in a job-embedded format. A secondary, related barrier was the need for further identification of inclusive practices, especially for those students with the most significant cognitive disabilities. The team developed two corresponding SMART (Specific, Measurable, Achievable, Realistic, and Timely) goals to address these areas:

Goal 1 - By the end of the current school year, the team will provide all teachers with targeted, job-embedded PD on specific inclusive instructional practices so that students with disabilities show improvement on the end-of-year statewide standardized assessment from 36% to at least 41% at satisfactory performance in the area of English language arts.

Goal 2 – The team will provide information to faculty about inclusive practices so that the percentage of students with the most significant cognitive disabilities who spend less than 40% of the school week with peers without disabilities decreases from 16% to no more than 11% over the next three years.

4 RESPONSE TO INTERVENTION

After carrying out their plan for job-embedded PD activities, the team's follow up plan related to **Goal 1** is to analyze students' skill growth in ELA using statewide standardized assessment results. They will disaggregate performance data to look at subgroup performance and determine if students with disabilities are progressing.

The team will monitor progress towards including more students with the most significant cognitive disabilities in general education. They will regularly view Least Restrictive Environment (LRE) reports from their student information system to see if they are moving toward the target for **Goal 2**.

2 ANALYZE THE PROBLEM

The team holds a brainstorming session and identifies two critical barriers:

- The structure of the PD typically provided to teachers is not job-embedded, and
- More clarification is needed about what inclusive practices are.

Possible resources identified by the team include:

- The Florida Inclusion Network (FIN)
- The Florida Diagnostic and Learning Resources System (FDLRS)
- The Access Project
- The district's Exceptional Student Education department
- The district's PD department
- The local university

3 DEVELOP AND IMPLEMENT THE PLAN

For **Goal 1**, the team decided to do a needs assessment of the teachers to identify their current level of knowledge about inclusive practices, then work with the district's PD department to plan ways that PD could be provided in a job-embedded manner. They identified job-embedded formats, (coaching, team data analysis, mentoring, professional learning communities) and a variety of options would be made available to teachers on the topics identified in the needs assessment.

For **Goal 2**, they also did research on best practices for including students with the most significant cognitive disabilities and decided that they would begin by asking the Access Project to provide training on Access Points-Alternate Academic Achievement Standards (AP-AAAS) for general education teachers. Next, they invited the Florida Inclusion Network to meet with them and provide information on planning for students on AP-AAAS in general education classes. Teacher teams discussed ways that over the next few years they would support more students with the most significant cognitive disabilities using in-class models of support.

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Recommended FIN services for districts and schools will vary depending on the priority indicators selected. For the example used in this F.A.C.T. Folio, School BPIE Indicator #15 (and corresponding District BPIE Indicator #17), the following FIN processes and materials might be discussed and used:

FIN PROCESSES

- District-wide planning and problem-solving
- Professional learning opportunities
- Technical assistance and consultation
- Collaborative Teaching PD and coaching
- Inclusive Scheduling process and supports

FIN RESOURCES

- Building Inclusive Schools online course
- From Label to Able
- Supports for Students with the Most Significant Cognitive Disabilities
- Person First Language materials

THE CONTENT OF THIS F.A.C.T. FOLIO SUPPORTS MULTIPLE SCHOOL AND DISTRICT BPIE ASSESSMENT INDICATORS.

Use the QR codes below to access the BPIE Indicators-at-a-Glance.

Consider how the information in this F.A.C.T. Folio can be used for planning improvement efforts for the priority indicators selected by your school or district.

School BPIE Indicators

District BPIE Indicators

In order to best support districts and schools, FIN collaborates with other discretionary projects. During the Plan for Inclusive Education meetings, schools and districts are encouraged to invite and collaborate with appropriate discretionary projects to support their work on BPIE priority indicators.

Contact Us!

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Florida Inclusion Network

For more information or assistance related to planning for best practices for inclusion on your campus, please contact your Florida Inclusion Network facilitator or visit:
www.FloridaInclusionNetwork.com