

# **School Best Practices for Inclusive Education (BPIE) Assessment**

as required by section 1003.57, Florida Statutes (F.S.).

**OAKLAND PARK ELEMENTARY SCHOOL**

**District Name: Broward**

**MSID Number: 0031**

**Date Meeting Held: 5/19/2025**

# Initial Information

**School Principal:** MICHELLE GARCIA

**School Type:** Elementary

**FIN Trained Meeting Leader/Title:** Leah Cooper, ESE Liaison

**Team Members Name/Title:**

Leah Cooper, Autism Coach

Diane Levien, ESE Specialist

Ricky Walker, Math Coach

Cari Vazquez, General Education Teacher

Alexis Oliveros, Support Facilitator

Michelle Garcia, Principal

Ari'Ton Scales, Behavior Technician

Nina Gonzalez, School Counselor

## Domain I: Leadership and Decision Making

Indicator	Implementation Status	Data Sources/Supporting Evidence
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.	Partially Almost	FAST data from PM1, PM2, and PM3 i-Ready data from Diagnostic 1 and 2 Grade Level Data Chats Student-Teacher Data Chats RTI list of students tested IEP progress reports
2. The school has developed, and regularly monitors progress for, goals related to short- and long-term improvement efforts to implement and improve inclusive educational practices, as measured by the School BPIE Assessment.  *It is recommended that the team table and return to this indicator after the entire BPIE assessment has been completed.	Partially Beginning	SIP Goals SAC minutes Data Chat Schedule School Handbook School Website Survey Result: Title 1, Assist
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	Staff Roster School website Newsletters Team Planning Sign- in Sheets
4. School administrators advocate for all SWD to have the same school choice options as students without disabilities to ensure all SWD receive educational services in their neighborhood school or school of choice.	Fully	Service logs Classroom rosters IEPs
5. School data reflect that all SWD, regardless of the type or severity of disability, receive their education and related services in age- and grade-appropriate, heterogeneous, general education contexts 80% or more of the day.	Partially Beginning	Class rosters Class schedule School programs, events, media access, and shows

<p>6. School data reflect that all SWD, ages 3–5, receive special education and related services in the regular early childhood (Pre-K) classes with peers without disabilities.</p> <p>*schools with Pre-K programs only</p>	<p>Not Yet</p>	<p>Kindergarten class rosters Support Facilitation Schedule Swim Central</p>
<p>7. School administrators communicate expectations for all school personnel to share responsibility for all of the students in their building and consider all SWD as general education students first.</p>	<p>Partially Beginning</p>	<p>Class rosters Safety trainings RTI-B collaboration with staff IEP consults Weekly staff newsletter with articles Websites</p>
<p>8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.</p>	<p>Partially Beginning</p>	<p>Textbook orders Supplemental resource orders Teacher schedules allowing for common planning</p>
<p>9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.</p>	<p>Fully</p>	<p>Staff Handbook Weekly staff newsletter (Eagle Edition) Sharepoint resources from school and district staff meetings Team Leader, Support, Staff meetings</p>
<p>10. School administrators use job interview questions to appraise an applicant's knowledge of, respect for and appreciation of differences in student learners and best practices for inclusive education, as applicable to the position.</p>	<p>Fully</p>	<p>Instructional and Non-Instructional interview questionnaire/checklist</p>
<p>11. School administrators advocate for all SWD 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.</p>	<p>Fully</p>	<p>Transportation safety checks Bus Schedules (STEER Reports) Field Trip documents Staff A.M. and P.M. supervision schedules</p>

<p>12. All SWD 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.</p>	<p>Fully</p>	<p>Class schedules Aftercare Program Club participation Grade level Field Trips Specials' and recess schedules Holiday shop, Book Fair Special Olympics</p>
<p>13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.</p>	<p>Fully</p>	<p>Class Honor Roll lists Honor Roll dates Terrific Kids award</p>
<p>14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.</p>	<p>Fully</p>	<p>Data chats Team Leader meetings PD based on school data Common planning Classroom walkthroughs SAC meetings SAM survey from RTI/CPST team ESE meetings Title 1 and Assist surveys District professional development for data collection and IEP implementation</p>
<p>15. School leaders provide job- embedded professional learning for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWD.</p>	<p>Fully</p>	<p>PD provided through: PLCs, Team Leader meetings, Common Planning, Faculty meetings Differentiated Instruction Data collection &amp; analysis District PD opportunities Flexible scheduling ESE meetings and sign-in Technology trainings Ongoing support from School-based and district coaches Best practices via SharePoint</p>

<p>16. School leaders facilitate job- embedded, technical assistance for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWD.</p>	<p>Partially Almost</p>	<p>List of computer apps and web-based programs with information on benefits of each and how to access them  Team Leader meetings/trainings  Common planning  PLCs</p>
<p>17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.</p>	<p>Fully</p>	<p>Master schedule  Lesson plans/Canvas  Common planning agendas  PLC schedules  Provision of floating substitutes  ESE meetings and agendas</p>

## Domain II: Instruction and Student Achievement

Indicator	Implementation Status	Data Sources/Supporting Evidence
18. Special, electives and career 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 SWD in their classes.	Partially Almost	<ul style="list-style-type: none"> <li>Consultation logs</li> <li>ESE meetings</li> <li>Provision of updates to student information</li> <li>All Special teachers receive IEPs at a Glance</li> </ul>
19. General and special education teachers use state standards as the foundation for instruction of all SWD, including those with the most significant cognitive disabilities.	Fully	<ul style="list-style-type: none"> <li>Lesson Plans</li> <li>Student data</li> <li>IEP/PLP checklists</li> <li>RTI interventions</li> <li>Use of Develop Inspire Grow (DIG) in PK or UNIQUE Learning System - PreK or K-5 on ACCESS Points</li> </ul>
20. An 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.	Fully	<ul style="list-style-type: none"> <li>RTI meetings and data analysis</li> <li>FBA documents</li> <li>Schoolwide PBIS plan</li> <li>MTSS support team members assigned to grade levels</li> <li>Parent invitations to meeting</li> <li>Pre-K child study team</li> </ul>
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.	Fully	<ul style="list-style-type: none"> <li>Curriculum Assessments</li> <li>Checklists</li> <li>FBA tools</li> <li>MTSS meeting minutes</li> <li>IEP goal data collection</li> </ul>

<p>22. Teachers of SWD who spend less than 80% 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 SWD to make progress toward meeting IEP and learning goals.</p>	<p>Partially Beginning</p>	<p>Teacher observation data IEP goal data collection Conferences with teachers Lesson Plans IEP meetings</p>
<p>23. There is a school-wide approach to facilitate positive, interdependent relationships and social responsibility among all students with and without disabilities across all general education and natural contexts.</p>	<p>Partially Almost</p>	<p>Schoolwide Positive Behavior Plan (SPBP) Character Education Terrific Kids Guidance Groups Safety Patrol Collaborative groups in classrooms</p>
<p>24. There is a school-wide approach for planning and implementing Universal Design for Learning (UDL) across all instructional and non- instructional school contexts.</p>	<p>Partially Beginning</p>	<p>Lesson plans/Canvas Classroom Walkthroughs IEP accommodations ESE supplemental aids Visual schedules/choice boards AAC devices</p>
<p>25. There are a variety of service delivery models in place, across all grade levels, to provide instruction and related services to SWD in general education classes and natural contexts.</p>	<p>Fully</p>	<p>Lesson Plans/Canvas Marzano iObservation Tool Support Facilitation Small Groups Collaborative teaching SLP and OT within natural context Consult services</p>
<p>26. All paraprofessionals have received PL that includes clear descriptions of their work responsibilities and strategies for providing support to SWD in general education classrooms and natural contexts.</p>	<p>Fully</p>	<p>Paraprofessionals meetings Paraprofessional trainings - District level support Paraprofessionals included in ESE meetings</p>

### Domain III: Communication and Collaboration

Indicator	Implementation Status	Data Sources/Supporting Evidence
27. All special education teachers are full, collaborative members of a general education curriculum team.	Fully	Team meeting minutes PLC minutes Collaboration Consultation logs for ESE
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.	Fully	Common planning Lesson plans/Canvas PLCs Consultation logs Appropriate accommodations Collaborative services
29. Family members of SWD are contributing members of school decision-making groups.	Fully	PTO SAC SAF Chair IEP meetings Family nights Conferences
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	District Parent trainings Celebration of Learning Title 1 parent meetings Transition Workshops School Climate Surveys ESE district surveys
31. When communicating with families of SWD, all personnel consider family members as a resource and obtain their input in planning and problem solving.	Fully	Parent input forms for IEP meetings Parent/teacher conferences Parent survey IEP meetings Daily/Weekly notes home FOCUS ESE communication log

<p>32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.</p>	<p>Fully</p>	<p>BCPS website  Links on the Oakland Park Elementary School's website  Student packets  SIP online  Positive Behavior Plan  Title 1 Parent Compact  Inclusion Champion surveys</p>
<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Fully</p>	<p>Matriculation meetings  school to school communication  IEPs  FOCUS</p>
<p>34. School uses a team decision-making process to ensure SWD transition from grade to grade, school to school and district to district to ensure placement in the Least Restrictive Environment (LRE).</p>	<p>Fully</p>	<p>CUM folder reviews  Articulation process  Matriculation process  IEP meetings - full input from participants  ESE/General Education/Support Staff work  Middle School Choice presentations</p>

# School BPIE Assessment Priority Indicators

OAKLAND PARK ELEMENTARY SCHOOL has chosen the following indicators as areas of focus for this School BPIE cycle and will develop short- and long-term improvement efforts to address these areas.

- Indicator 2. The school has developed, and regularly monitors progress for, goals related to short- and long-term improvement efforts to implement and improve inclusive educational practices, as measured by the School BPIE Assessment.
- Indicator 5. School data reflect that all SWD, regardless of the type or severity of disability, receive their education and related services in age- and grade-appropriate, heterogeneous, general education contexts 80% or more of the day.
- Indicator 22. Teachers of SWD who spend less than 80% 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 SWD to make progress toward meeting IEP and learning goals.