

School Priority Indicators

35. Based on your team’s final indicator ratings, please specify your school’s priority indicators by selecting them on the list below. When you have selected your priority indicators, please click on the “Save” button in the toolbar above and email your completed BPIE to your ESE administrator.

***Please do not select ALL indicators**

- Indicator 1. School analyzes data to identify barriers and initiate improvement steps that increase the number of students in gen. ed.
- 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 BPIE.
- Indicator 3. School has a key person who coordinates and monitors the implementation of inclusive education.
- Indicator 4. School administrators advocate for all SWDs to have the same school choice options as typical peers.
- Indicator 5. School data reflect that all SWDs are educated in gen. ed. contexts 80% or more of the day.
- Indicator 6. School data reflect that all SWDs, ages 3-5, receive special education and related services in regular Pre-K and kindergarten classes.
- Indicator 7. Administrators communicate expectations for all personnel to share responsibility for all students.
- Indicator 8. Administrators facilitate the use of resources to implement best practices for inclusive education.
- Indicator 9. Administrators communicate expectations for all personnel to use person first language.
- Indicator 10. Administrators use job interview questions to appraise an applicant’s knowledge and beliefs pertaining to inclusive practices.
- Indicator 11. Administrators advocate for all SWDs to be transported to and from school with typical peers attending the same school.
- Indicator 12. All SWDs have the same opportunities as typical peers to participate in all school-sponsored, non-academic, age-appropriate activities.
- Indicator 13. All SWDs are given equal consideration for recognition through honors, awards, etc.
- Indicator 14. Administrators analyze data to identify staff professional development and technical assistance needs related to inclusion.
- Indicator 15. Administrators facilitate job-embedded professional development on inclusive practices for all school personnel.
- Indicator 16. Administrators facilitate job-embedded, technical assistance on inclusive practices for all school personnel.
- Indicator 17. Administrators ensure collaborative planning time is reflected in general and special educator schedules and instructional plans.
- Indicator 18. Specials, electives, and technical education teachers have regular opportunities to consult with special education teachers.
- Indicator 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.
- Indicator 20. A multi-tiered system of student supports and problem-solving process is used for all students with and without disabilities.
- Indicator 21. Instructional and related services personnel use formative assessment to analyze and evaluate data about effective instruction and behavior interventions for SWDs.
- Indicator 22. Teachers of SWDs who spend less than 80% of their day in general education classes use formative assessment data to identify effective instructional and behavioral interventions.
- Indicator 23. There is a school wide approach to facilitate positive, interdependent relationships and social responsibility among all students.
- Indicator 24. There is a school wide approach for planning and implementing Universal Design for Learning.
- Indicator 25. There are a variety of service delivery models in place, across all grade levels, to provide instruction and related services for SWDs in gen. ed.

Indicator 26. All paraprofessionals receive professional development on ways to support SWDs in gen. ed.

Indicator 27. All special education teachers are collaborative members of a gen. ed. curriculum team.

Indicator 28. General and special education teachers regularly plan instruction together.

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

Indicator 30. Learning opportunities and resources are provided to families of SWD.

Indicator 31. All personnel consider family members as a resource and obtain their input in planning and problem-solving.

Indicator 32. Reports of progress toward implementing inclusion are disseminated to families, district personnel, and community members annually.

Indicator 33. School uses a person-centered planning process for SWDs.

Indicator 34. School uses a team decision-making process to ensure SWDs transition to and maintain placement in the least restrictive environment.

Name and Title of team members completing this BPIE Self Assessment

Delicia Decembert; Principal; Kelly Heverly; Assistant Principal; Adrienne Sears; ESE Specialist: Fabrice Lubin, ESE teacher; Lisa Eutsey, Reading Coach, Cynthia Hart-Carter, Speech Pathologist; Shirley Moskowitz, 2nd Grade team leader/teacher; Julia Armband, 4th/5th Grade team leader/teacher, Deborah Gorski, 3rd-grade team leader/teacher, Amy Espinola, 1st-grade team leader/teacher, Patricia Fenton, PK/K leader, Lisa Labruto/Guidance Counselor, ASP - Ms. Rebecca, Gifted Sac/Rep Parent - Shayna Gundry.