

School Best Practices for Inclusive Education (BPIE) Assessment

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

WEST HOLLYWOOD ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 0161

Date Meeting Held: 4/22/2024

Initial Information

School Principal: LINA PALACIOS

School Type: Elementary

FIN Trained Meeting Leader/Title: Roxanne Bernot, ESE Liaison

Team Members Name/Title:

- Veronica Sclafani-Administrative Facilitator
- Roxanne Bernot- ESE Specialist-Facilitator
- Janice Campbell-ESE Teacher
- Miranti Murphy- Support Staff
- Destiney House- Parent
- Cristal Sherrod- General Education Teacher
- Angie Jennings- Community Member
- Michelle Garcia- Parent

Domain I: Leadership and Decision Making

Indicator	Implementation Status	Data Sources/Supporting Evidence
<p>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.</p>	Fully	Data chats, RtI data reviewed by team. Intermediate grades, data on progress towards standards conducted twice a quarter for all students. This process guides interventions needed. Data is also analyzed during Grade Level PLCs, Team Leader meetings, and support staff meetings.
<p>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.</p> <p>*It is recommended that the team table and return to this indicator after the entire BPIE assessment has been completed.</p>	Fully	We review the SBPIE Plan annually in the school improvement plan, as part of the Title 1 Night, during data chats, school-wide behavior team. SWDs play a role in all of these. We also receive feedback from parents during these activities.
<p>3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.</p>	Fully	Our ESE Specialist operates, coordinates, and monitors the best practices for inclusion. The ESE team communicates with the faculty on accommodations, and the IEP at a glance.
<p>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.</p>	Fully	We are a neighborhood school. We do not keep any student from attending our school. If a student has a disability we carefully review the IEP documents to determine placement/service needs in our school, or at another school if necessary.

<p>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.</p>	<p>Fully</p>	<p>The LRE for 2023-2024 was 97.5% of SWDs were in general education classes more than 80% of the day along with their non-disabled peers. We serve some PreK students with disabilities in separate classes. We have SWDs in our HeadStart and VPK programs</p>
<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>Fully</p>	<p>We serve some PreK students with disabilities in separate classes. We have SWDs in our HeadStart and VPK programs. The early childhood team meet/plan together for all children, ages 3-5. These collaboration sessions serve all the teacher for good classroom practices, developing literacy, share resources.</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>Fully</p>	<p>We have collaborative team planning, including ESE teachers, SLP. Small group instruction/intervention from ESE team and reading coach. School nurse trains all staff on any medical needs a student may have. Inclusive scheduling support the needs of all students.</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>Fully</p>	<p>Our principal finds funds for whatever is needed for our students with special needs - for intervention programs and staff. The coaches work with all students including students with disabilities. We provide resources for families. This year the ESE Support Facilitator went to observe a support facilitator at another schools for best practices.</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>In faculty trainings, emails, and discussions we utilize person first language. This is also posted in front of the support suite and encouraged throughout the school.</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>We have added interview questions specifically addressing how an educator works with a student with a disability. When interviewing for a new position we include the staff members who will work with that person.</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>All students arrive and leave at the same bus location. We have staggered dismissal school-wide by grade-level to ensure safety.</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>We include all of our children in all activities. We include students in field trips, clubs and all activities regardless of any learning/behavioral challenges.</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>All students are included in honor roll celebrations, iReady celebration and other recognition awards ceremonies. Celebrating successes is for everyone!</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>We have always been responsive to teacher needs to address academic standards. ESE Specialist sends teachers information on PD opportunities to help them meet the needs of students with disabilities.</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>Not Yet</p>	<p>Although teachers are sent information on available trainings, few take advantage. We need to set up some in-house trainings to ensure teachers attend.</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>Although teachers are sent information on trainings that are available to them, few take advantage of them. We need to work on scheduling some in-house PD to ensure they attend.</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>We have collaborative planning time.</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.	Not Yet	Specials teachers need some training on how to support SWD.
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	We do not have students on Access Points. All teachers review the instructional focus calendar, RtI, reteach groups all support instruction on FL Standards. Accommodations are provided for students with disabilities to access their grade level instruction.
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	We have an RtI Decision Tree, RtI schedules to support students, communicate with parents to keep them informed of assessment data and intervention plans. We feel that the RtI process is success at our school. SWDs and ELL students are included with any intervention options offered to general education students.
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	We do mini assessments on academic standards - this process assists us to know which students need remediation, conduct FBAs, use performance assessments, rubrics and checklists on all academic areas. We meet to review/revise behavior plans.

<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>Fully</p>	<p>Our ESE Support Facilitator uses data, and works well with students with more complex needs to make progress towards their learning/behavioral goals</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>Fully</p>	<p>The team develops a Positive School Wide Behavior Plan to support all students. Our guidance counselor provides sessions on the Power of Words, conflict mediation, kindness lessons, character education, antibullying education and consequences school wide. Additional support provided to teachers if a class is having specific problems.</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 Almost</p>	<p>Teachers are provided some assistive technology but the fidelity of implementation could be improved.</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>The first thing we look at is student needs. Then we group students accordingly to provide service. Some students are supported in the general education classroom. Some student receive their support out of the general education classroom. We are aware of maximizing in-class support for SWDs so that they are not missing critical instruction. The physical therapist, occupational therapist, family counselor and other itinerant staff provide support to student in and out of the general education setting. We can continue to improve in our practice of providing in-class support.</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 have a training at the beginning of the year to review roles and responsibilities. Paras participate in afternoon planning so they can do small group interventions, and provide behavior support. District support provided to paras as needed.</p>
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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.	Partially Almost	The ESE teacher meets with general education teachers, administrators to collaborate on instructional decisions, adaptations for SWDs. She meets with teachers of SWDS receiving consultation services. Her schedule does not always allow her to consistently participate in every grade level team meeting. She is pulled away to attend IEPs as scheduled.
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.	Partially Almost	There is collaborative planning among general education and ESE teachers. We notice that general education teachers may need encouragement to collaborate more with the ESE team.
29. Family members of SWD are contributing members of school decision-making groups.	Fully	We actively recruit for SAC committee to have representation of parents of children with and without disabilities. This year has been more challenging to get parent input. Administration assists parents to complete surveys. We have parents of SWDs attend our parent night and support those parents who are illiterate or are not English speakers to have their voice heard. Office staff supports all parents.

<p>30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.</p>	<p>Fully</p>	<p>We gather data through surveys, IEPs, etc. Family nights focus on needs of all learners, social-emotional learning. We send out flyers and other communication to let them know about events scheduled to help them support their children. Quarterly progress reports are sent out. We have become aware of the need to schedule meetings at times that are convenient for parents to participate</p>
<p>31. When communicating with families of SWD, all personnel consider family members as a resource and obtain their input in planning and problem solving.</p>	<p>Fully</p>	<p>Teachers communicate with families and share resources. During parent teacher conferences, we teach the parents strategies/academic games to implement at home. Teachers follow up with parents to get their input on how home activities are progressing. Communication between parents and teachers support at home behavior strategy implementation.</p>
<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>At the School Advisory Council, Advisory Forum meetings, Collaborative visits with cadre directions and district personnel, we share our progress towards inclusive practices. Progress is share through the school improvement plan process.</p>
<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Fully</p>	<p>Matriculation meetings includes ESE and general education staff. Grouping all students from grade to grade is looked at annually to make sure that students will be positively placed in a class. We use a friends group to promote to positive social skills for any students who is a member.</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>Matriculation meetings includes ESE and general education staff. Grouping all students from grade to grade is looked at annually to make sure that students will be positively placed in a class.</p> <p>We reach out to middle school guidance counselor to inform them of any student with critical needs as well as the transition meeting for students with disabilities moving on to 6th grade.</p>
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School BPIE Assessment Priority Indicators

WEST HOLLYWOOD 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 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.
- Indicator 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.
- Indicator 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.