

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

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

**COLBERT ELEMENTARY SCHOOL**

**District Name: Broward**

**MSID Number: 0231**

**Date Meeting Held: 12/20/2024**

# Initial Information

**School Principal:** DORSETT MCLEOD

**School Type:** Elementary

**FIN Trained Meeting Leader/Title:** Jennifer Dorfman, ESE Liaison

**Team Members Name/Title:**

Dorsett Mcleod-Principal

Eyvonda Cooper-Assistant Principal

Jennifer Dorfman-ESE Specialist

Karmala Jackson-504 Liaison and Autism Coach

Shanta Appleton-Reading Coach

Chentel Neat-Magnet Coordinator and Science Coach

Ashlee Lucas-Math Coach

## 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>	Partially Almost	<p>Supporting Evidence: The school analyzes data of all SWD's to identify current barriers and practices for the provision of educational services in general education classes and natural contexts.</p> <p>Data are collected, analyzed and shared with all teachers regarding student achievement of SWD in general education and natural contexts.</p> <p>Data Sources: Data from state, district and school assessments and alternate assessments, other achievement measures, behavior data, educational environment (percentage of time in general education), IEP Goals</p>
<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>	Partially Almost	<p>Supporting Evidence: The school leadership team analyzes data quarterly to monitor and evaluate progress toward meeting goals related to inclusive practices in the school.</p> <p>Data from ILT meetings, meeting notes, and schedule of school leadership meetings indicate data is analyzed semi-monthly.</p> <p>Data Sources: Meeting notes and schedule, roster and schedule of school leadership team meetings showing diverse representation.</p>

<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>	<p>Partially Beginning</p>	<p>Supporting Evidence:  There are clearly identified roles and responsibilities for the key person (e.g., ongoing communication, data analysis and progress monitoring of goals and action steps based on SBPIE assessment priority indicators).</p> <p>Key Person-Jennifer Dorfman the ESE Specialist is responsible for overseeing inclusive practices. The person is relatively new to the role and is beginning to assess where the school is at with its inclusive practices and how we can improve those practices this year.</p> <p>Data Sources:Samples of documents including the name and contact information of the key person who oversees inclusive practices</p>
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<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>	<p>Fully</p>	<p>Supporting Evidence: The principal requests services and supports to follow SWD in the school.</p> <p>The school has a diverse student population that reflects the full range of students who live in the neighborhood school zone, including those with the most significant cognitive disabilities.</p> <p>The school is equipped to provide educational services to all students.</p> <p>Families perceive the school as being able to address their child's needs, regardless of the type or severity of disability</p> <p>Data Sources: Parent information obtained through IEP meetings, class rosters</p>
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<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>Partially Almost</p>	<p>Supporting Evidence:</p> <p>All SWD are involved in before- or after-school tutoring interventions provided for reading and math.</p> <p>All teachers ensure that every student feels welcome and achieves to his or her potential in general education classes and other natural contexts.</p> <p>SWD are not assigned to classrooms based on a perceived lack of resources at the school.</p> <p>Data Sources: School-level least restrictive environment (LRE) data showing the percentage of time each SWD, disaggregated by exceptionality, spends in age- and grade-appropriate, heterogeneous, general education contexts</p>
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<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>Supporting Evidence: The school has targets to increase the number of SWD, ages 3–5, who receive special education and related services in inclusive classes with peers without disabilities.</p> <p>General and special education teachers regularly collaborate to plan and implement weekly lessons based on the state standards for early childhood.</p> <p>All children receive supports and interventions necessary to ensure developmentally appropriate progress prior to referral for special education services and programs.</p> <p>Developmentally appropriate behavior supports are provided for students</p> <p>Data Sources: Teacher lesson plans indicating appropriate curriculum adaptations or interventions for SWD in the general education, early childhood curriculum. Schedules of SWD, ages 3–5, indicating the location(s) where related services are provided to those students.</p>
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<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>Supporting Evidence:  General and special education teachers are expected to share instructional and behavioral support responsibilities for SWD in each classroom and other school settings.</p> <p>SWD are not the sole responsibility of special education personnel during academic and non-academic school activities.</p> <p>Administrators review staff schedules to ensure all personnel have opportunities to support students with and without disabilities.</p> <p>Results obtained through self-assessments and review of staff schedules</p> <p>Data Sources: Interviews and teacher schedules.</p>
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<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 Almost</p>	<p>Supporting Evidence:</p> <p>Supplemental materials for core subject areas related to all academic standards</p> <p>Assistive technologies, supports and services</p> <p>Allocation of personnel aligned with in-class support needs of students (e.g., reading and math coaches, paraprofessionals, therapists)</p> <p>Data obtained through support personnel schedules, minutes from planning meetings with coaches and support personnel.</p> <p>Data Sources: Achievement data for all SWD</p>
<p>9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.</p>	<p>Partially Almost</p>	<p>Supporting Evidence:</p> <p>Administrators provide all school personnel with ongoing information and resources on person first language</p> <p>Supporting evidence: Written and electronic communication</p> <p>Data Sources: Job interview questions reflect the use of person first language. Written and electronic communication</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>Partially Almost</p>	<p>Supporting Evidence:  School interview team members assess applicant responses to ensure a willingness to implement inclusive educational practices, such as collaborative planning and teaching, differentiating instruction  Ex:"How would you differentiate instruction for students in a mixed-ability classroom, including those on a modified curriculum?"</p> <p>Interview protocols include questions related to a variety of learning needs for potential applicants.</p> <p>Data Sources: Interview questions used for various positions at the school</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>Supporting Evidence:  All bus arrivals and departures occur at the same time and location for students with and without disabilities  There are designated bus monitors in each school who are responsible for overseeing bus procedures and identifying potential problems  Students with and without disabilities attend field trips, community-based career or vocational instruction and school-sponsored trips together.  SWD do not arrive late and leave school early based upon the bus schedule</p> <p>Data Sources: Bus Schedules, Staff Roster/Bus Liaisons, Field Trip Documentation</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>Supporting Evidence: All SWD have access to all school facilities and non-academic activities</p> <p>Supports, such as adaptive equipment, band instruments and communication devices, are provided so that SWD can fully participate in the same activities as those students without disabilities.</p> <p>All personnel advocate for the inclusion and full participation of SWD in school-sponsored activities</p> <p>SWD participate in class field trips with same-age peers without disabilities. Separate, "ESE only" field trips are discouraged.</p> <p>Same-age peers provide natural supports to SWD, as appropriate, to facilitate social interactions during school-sponsored activities.</p> <p>Data Sources: Student schedules, observations of students with and without disabilities in non-academic contexts</p>
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<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>Supporting Evidence:  All SWD, including those who are working on a modified curriculum, are included in honors and awards programs (e.g., honor roll, citizenship awards, academic awards, science fair and attendance awards), except those honors and awards based solely on the requirements of the standard curriculum (e.g., class standing for academic scholarships, honor societies and International Baccalaureate programs)</p> <p>All SWD are recognized for honors and awards in the same manner and at the same time as those without disabilities.</p> <p>Data Sources: list of honorees and award recipients</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>Partially Almost</p>	<p>Supporting Evidence:  Administrators analyze data from classroom observations</p> <p>Regular review of student learning data is documented in an effort to determine ongoing PL and TA needs.</p> <p>PL and TA are differentiated for each staff member, as per their assessed needs.</p> <p>Data Sources:Agendas/sign-in sheets from professional development activities/technical assistance activities and record of follow-up activities  Leadership Meeting Minutes</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>Partially Almost</p>	<p>Supporting Evidence:  Administrators identify collaborative teams, including general and special education staff, to participate in all PL related to effective inclusive practices.</p> <p>Collaborative planning and teaching models between general education and special education teachers</p> <p>Strategies for effective inclusion are provided and modeled in the classroom setting</p> <p>Administrators provide ongoing support for new personnel who are hired after the beginning of the school year.</p> <p>Data Sources: Master schedule (showing collaborative planning time), records of technical assistance activities and follow-up activities for school personnel</p>
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<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>Supporting Evidence:  School leaders facilitate the provision of technical assistance for individual staff and collaborative teams as determined through PD and needs assessments, such as:  In-class coaching on collaborative teaching models  Development of professional learning communities  Inclusive scheduling  Planning and implementing behavior supports</p> <p>Teacher leader(s) are identified to provide ongoing follow-up, coaching and feedback to teachers and teams</p> <p>Data Sources:Schedule of TA with topics</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>Partially Almost</p>	<p>Supporting Evidence:  Administrators ensure that teacher duty assignments are distributed across all staff, allowing time for collaborative teachers to plan.</p> <p>There is a schedule and record of PLCs related to the review of student work and instructional planning.</p> <p>Data Sources:Agendas and logs from collaborative planning sessions</p>

## Domain II: Instruction and Student Achievement

Indicator	Implementation Status	Data Sources/Supporting Evidence
<p>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.</p>	<p>Partially Beginning</p>	<p>Supporting Evidence: The physical therapist provides consultation to the physical education (P.E.) coach related to adaptive equipment for students who need mobility supports.</p> <p>The ESE teachers provide monthly updates with specific student information, instructional strategies and/or useful articles to teachers.</p> <p>Data Sources: Teacher schedules, teachers' lesson plans</p>
<p>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.</p>	<p>Fully</p>	<p>Supporting Evidence: IEP goals and objectives for all SWD are aligned to the state standards</p> <p>The instructional goals and learning targets of students with the most significant cognitive disability are based on access points.</p> <p>Teachers modify learning goals and instruction for students with the most significant cognitive disability using the same, or similar, age-appropriate materials as those used by students without disabilities</p> <p>Data Sources: Walk through data, Ongoing progress monitoring data,</p>

<p>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.</p>	<p>Partially Almost</p>	<p>Supporting Evidence: The school's MTSS framework also addresses the needs of students with the most significant cognitive disabilities.</p> <p>Families are provided information and opportunities to understand the MTSS process as it relates to tiered interventions for their child.</p> <p>An FBA process is used to identify triggers and replacement behaviors for any student who needs additional behavioral support</p> <p>Data Sources:minutes of MTSS meetings,FBA documents</p>
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<p>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.</p>	<p>Fully</p>	<p>Supporting Evidence:  The school has designated personnel with expertise in gathering and analyzing student data who provide ongoing support in the use of formative assessment processes</p> <p>All SWD have access to the same multi-tiered interventions as those without disabilities.</p> <p>General education teachers collaborate with special education teachers, and other related services personnel, to use a variety of data collection tools and processes to continuously assess progress of SWD in general education classrooms and natural contexts, such as: checklists, FBA Tools, Scoring Criteria/Rubrics</p> <p>Data Sources: Tutoring/Remediation Schedules, MTSS Meeting Minutes</p>
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<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 Almost</p>	<p>Supporting Evidence:  Special education teachers use formative assessment to identify student needs, adjust instruction, revise behavior plans and identify opportunities for learning in general education and natural contexts.</p> <p>Teachers of students in self-contained and resource settings use formative assessment data to increase time SWD receive instruction in natural contexts, such as lunchroom, media center and school store.</p> <p>Data Sources: classroom data, documentation showing adjustments in instruction or behavior plans.</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>Supporting Evidence:</p> <p>The school has one or more school-wide programs in place that address the following:  Anti-bullying  Character Education  Community Service Projects</p> <p>School guidance counselor(s) are involved in identifying and coordinating schoolwide programs (e.g., anti-bullying, peer supports)</p> <p>Data Sources: Roster and syllabus of anti-bullying and character education programs, Character Education Curriculum</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>Supporting Evidence:  Teachers and support personnel use assistive technology for students who need it, including low-tech strategies and high-tech communication systems and software, such as:  A visual schedule that includes items with Velcro for ease of manipulation on the schedule board;  Wide classroom aisles to accommodate students with limited mobility;  Table heights adjusted to accommodate a wheelchair, a stander or students of short stature;  Choice boards or software programs for visual schedules and assignments;  Pencil grips  Teachers plan instruction to allow multiple means of representation, and engagement.</p> <p>Data Sources: Classroom observation, walkthrough data, lesson plans</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>Partially Almost</p>	<p>Supporting Evidence:  Related services are provided, as appropriate, in general education classes and natural contexts: language therapy is provided to SWD during reading instruction, physical therapy is provided during P.E. or recess and occupational therapy is provided during writing activities.</p> <p>Data Sources: Student schedules, IEP's, classroom observations</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>Partially Almost</p>	<p>Supporting Evidence:</p> <p>The roles and responsibilities of paraprofessionals are clearly outlined and communicated by administrators and teachers.</p> <p>Paraprofessionals can clearly articulate the learning, communication and behavioral support needs of the SWD they serve.</p> <p>Data Sources: Paraprofessional interviews/schedules</p>
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**Domain III: Communication and Collaboration**

<b>Indicator</b>	<b>Implementation Status</b>	<b>Data Sources/Supporting Evidence</b>
<p>27. All special education teachers are full, collaborative members of a general education curriculum team.</p>	<p>Partially Almost</p>	<p>Supporting Evidence:</p> <p>Special education teachers collaborate with general education teachers to share and implement instructional decisions made by the team</p> <p>An elementary school special education teacher is an active member of the third grade team</p> <p>Special and general education teachers meet regularly to share information on curriculum and individual student support needs.</p> <p>Data Sources:</p> <p>Curriculum team meeting schedules and notes.</p>

<p>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.</p>	<p>Partially Beginning</p>	<p>Supporting Evidence:</p> <p>Teachers share roles and responsibilities such that distinctions between special education and the content- or grade-level teacher are not obvious.</p> <p>Teachers determine appropriate accommodations and other supports (e.g., behavior, visual and communication) for individual students.</p> <p>Data Sources: Meeting notes from weekly common planning, teacher lesson plans</p>
<p>29. Family members of SWD are contributing members of school decision-making groups.</p>	<p>Fully</p>	<p>Supporting Evidence:</p> <p>School administrators actively recruit family members of SWD to participate in school decision-making groups, including the School Advisory Council.</p> <p>Family members of SWD are active members of groups such as the Parent-Teacher Association (PTA) and school sub-committee.</p> <p>Family members of SWD participate in school decision-making based upon annual measurable outcome data for students with and without disabilities.</p> <p>Data Sources: Meeting notes</p>

<p>30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.</p>	<p>Partially Beginning</p>	<p>Supporting Evidence:</p> <p>Learning opportunities and resources are identified and provided to families based on family surveys or interviews, school climate surveys, IEP goals and student data.</p> <p>Family learning opportunities include content and activities that are translated for families whose first language is not English.</p> <p>Data Sources: List of resources/learning opportunities available to families Samples of information in languages other than English</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>Partially Almost</p>	<p>Supporting Evidence:</p> <p>Families receive support and resources, such as checklists or point systems, to implement behavior support plans at home and in the community.</p> <p>Teachers maintain ongoing communication with families to ensure support plans are consistent from school to home and community.</p> <p>Data Sources: Meeting notes, phone logs, planning documents.</p>

<p>32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.</p>	<p>Partially Almost</p>	<p>Supporting Evidence:</p> <p>At the beginning of the school year, the school provides a report to the district that includes progress toward implementing and improving inclusive practices.</p> <p>The school administrator provides a report to other school administrators during district meetings.</p> <p>Data Sources: Annual summary report of BPIE priority indicators and resulting improvement efforts and outcomes.</p>
<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Fully</p>	<p>Supporting Evidence:</p> <p>There is an established protocol for facilitating a smooth transition for SWD from grade to grade and school to school.</p> <p>The school involves adult and community agencies and postsecondary education institutions in person-centered planning.</p> <p>SWD have opportunities to learn and practice skills associated with self-determination</p> <p>Data Sources:</p> <p>IEP goals and postschool outcomes data.</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>Supporting Evidence:</p> <p>Supports are in place and are passed seamlessly between sending and receiving parties.</p> <p>Vertical planning between teachers from school to school includes sharing information and effective instructional or behavioral supports for individual students.</p> <p>In the spring, the school coordinates an orientation for students moving from elementary to middle school or middle to high school, including giving a tour of the building, reviewing important information in the student handbook and orienting students to school procedures.</p> <p>Data Sources:</p> <p>Matriculation meetings, teacher, family, and administrator interviews</p>
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# School BPIE Assessment Priority Indicators

COLBERT 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 3. The school has a key person who oversees, coordinates and monitors the implementation of 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.
- Indicator 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.
- Indicator 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.
- Indicator 30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.