

School Best Practices for Inclusive Education (BPIE) Assessment

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

DILLARD ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 0271

Date Meeting Held: 9/26/2025

Initial Information

School Principal: LAVINA ROBINSON

School Type: Elementary

FIN Trained Meeting Leader/Title: Sienna Bascus, Special Education Team Leader

Team Members Name/Title:

Lavina Robinson, Principal

Briana Ashley, Assistant Principal

Sienna Bascus, ESE Specialist

Cheryl Moore, ESE Resource Teacher

Shaunte Roberts, IDEA Para

Stephanie Key, Austic Teacher

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 Beginning	iReady STAR Growth Monitoring Assessments
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	Parent Surveys Quarterly Data Chats SAC Meeting Agendas
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Partially Almost	ESE Data Monitoring ESE Planning
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.	Partially Almost	Parent surveys Teacher surveys
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.	Fully	Class rosters

<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>No Pre-K</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 Almost</p>	<p>Instructional Leadership Team Minutes Staff Newsletter</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>Monthly Staff Meetings Lesson Plans</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>Dillard Newsletter Staff handbook</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>Interview questions that are job-specific</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>Partially Almost</p>	<p>Bus Rosters</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>Partially Almost</p>	<p>Student Schedules School-wide events</p>

13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Partially Almost	Award Assemblies Award Assembly Guidelines
14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.	Partially Almost	Needs assessment data from school staff \
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.	Partially Almost	School-wide professional development plan Inservice Records
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.	Partially Almost	Professional Development Schedule Agenda
17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Partially Almost	Master Schedule Planning Meeting Agendas

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	Teacher Schedules Planning Agenda/Notes
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.	Partially Almost	Lesson Plans
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	MTSS Schedule/Minutes
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.	Partially Almost	Collaborative Planning Professional Learning MTSS Meeting Minutes
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.	Partially Beginning	Student data School-wide assessments
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.	Partially Almost	School-wide expectation assembly See Something, Say Something Campaign Character Education of the Month

<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</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 Beginning</p>	<p>Student schedules/IEPs</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>Professional Development Logs Paraprofessional Schedules</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.	Partially Beginning	Curriculum Team Rosters
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	Master Schedule
29. Family members of SWD are contributing members of school decision-making groups.	Partially Beginning	Meeting rosters
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Partially Beginning	Learning opportunities provided to families (resources)
31. When communicating with families of SWD, all personnel consider family members as a resource and obtain their input in planning and problem solving.	Partially Almost	Meeting Notes
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Partially Beginning	BPIE report will be shared during the upcoming Family Event.
33. The school uses a person-centered planning process for SWD.	Partially Beginning	ESE Specialist and Support Facilitator will meet with General Education Teachers of SWDs in the beginning of the school year to review each student's IEP.

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).	Partially Beginning	Articulation Cards
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School BPIE Assessment Priority Indicators

DILLARD 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 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.
- 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 24. There is a school-wide approach for planning and implementing Universal Design for Learning (UDL) across all instructional and non- instructional school contexts.
- Indicator 29. Family members of SWD are contributing members of school decision-making groups.
- Indicator 30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.