

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

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

**WALKER ELEMENTARY SCHOOL**

**District Name: Broward**

**MSID Number: 0321**

**Date Meeting Held: 3/4/2024**

# Initial Information

**School Principal:** Jocelyn Reid

**School Type:** Elementary

**FIN Trained Meeting Leader/Title:** Penny Skalis, ESE Liaison

**Team Members Name/Title:**

Jocelyn Reid-Principal

Jessica Temple-Assistant Principal

Penny Skalis-ESE Specialist

Nickole Trawick-School Advisory Chair

Gregory Walton-Parent

## 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.	Fully	weekly connections with students in class administration meets with the students and the view the assessment scores
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 Almost	input obtained during annual IEP meetings, parent teacher conferences
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 Specialist provides input on a weekly basis to staff members of strategies to support the ESE population via the Walker Elementary Staff newsletter
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	Administration supports the ESE population and is a strong advocate for students Conducted during meetings, faculty announcements, School Advisory Council,

<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>ESE students at Walker Elementary School are part of the general education population they obtain academic and social/behavioral support via [pull outs] majority of the learning takes place in a general education classroom.</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>Partially Almost</p>	<p>Teacher lesson plans is written to show that our students obtain their academic learning in regular education with the support of the ESE Facilitator as a [pull out model]. The speech language pathologist supports the students by pushing into the classrooms and also provides support via [pull out model] too.</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>Administration is respectful and supportive for the ESE team that supports the students in SWD. They address us as 1- unified to provide the foundation that the students need. Teacher schedules are reviewed to ensure the best time of support is given for ESE students in literacy and mathematics.</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 Almost</p>	<p>The ESE team works closely with the coaches to ensure the best time of support is given to the ESE population to build the literacy and math skill set.</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>Evidence is via class roster Via newsletter(s) it is stated in general terminology staff handbook school website terms is general terminology</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>school personnel are very respectful to parents and students with disabilities terminology is appropriate- statements are stated with dignity and respect- States are heard as "She has a learning disability... or we could hear "Simeon has developmental delays.... Staff members and the ESE team statements are conducted with respect and dignity and always with a positive light--</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>The school and the district supports students in being involved in all academic, social, and elective activities. Busing transportation is available based on student home location-[boundary school/2 mile radius] Busing for "school related trips" is provided --</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 is shown that our students are included in all clubs, social gatherings, recess, and non-academic contexts-- this would include: dance/cheerleading, basketball, drama, band, chorus, drum line, and performing arts activities.</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>Supporting evidence is provided by honor roll certificates Announcing learning gains and certificates via school intercom Flyer sent home stating an award has been granted--"Just Do It" I DID It-</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 Beginning</p>	<p>Speech Language Pathologist and the ESE Specialist have taken coursework that enables them to know what technology can benefit students in literacy/mathematics through the use of assistive technology. The Speech Language Pathologist main support is empowering students to be able to communicate using visuals and assistive technology devices.</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 Beginning</p>	<p>Professional Development Resources are given to the ESE team to attend classes in person or on-line learning about the development of "new curriculum/resources" that can support literacy and mathematics for our students.</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 Beginning</p>	<p>School personnel work in a "team" group in helping students in classes Key is to empower teachers to be able to provide an environment that is positive and to work towards meeting the student --</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 Beginning</p>	<p>ESE personnel work closely with general education teachers in obtaining the best schedule of support for students. This is done on a weekly basis to ensure the best time to help students in literacy and mathematics. Lesson planning is done with students that have a collaboration/consultation service.</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 Beginning	Resources are shared throughout the school year- It can be done with a focus on behavior- It can be with a focus on a certain skill set such as comprehension.
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 Beginning	Lesson or unit plans biggest focus is the standard IEP goals is the foundational piece that the ESE teacher/SLP will focus on Building the foundation allows the student to be able to touch upon grade level standard
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.	Partially Beginning	Evidence is finally being evident with teachers sharing out graphs to parents and district level evaluators such as the school psychologist. Teachers are now learning how to place the information onto BASIS. Teachers are learning the tier systems.
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 Beginning	Sources are observations, frequency charts, ABC classroom data can be I-Ready diagnostic FAST assessments

<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>Assessments-- I-Ready Reading/Math Weekly assessments Adjustments instruction is evident when the teacher supports the student with a remedial lesson</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>Walker Elementary supporting evidence is observed with assemblies throughout the school year Character Trait School Wide Positive Behavior Assembly Honor Roll Class Announcement that they have done well as a group in math or reading based on I-Ready score</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>In our classrooms we see hands on activities in science- We see language enriched literacy taking place through movement and verbal statements. Teachers in our classrooms use different modalities depending on the lesson that they convey.</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>ESE team works closely with the classroom teacher in ensuring the best time to work with the students- This is done so that the students actively participate in general education curriculum and that they receive their support in literacy or mathematics foundation skill set.</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>Paraprofessional at Walker Elementary School actively participate throughout the school year in trainings that are available to them. Many of the paraprofessional are committed in obtaining a teaching certificate and are enrolled at a college.</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.	Fully	ESE team are committed to our students and we work closely with the general education teacher. This is evident in our schedules.
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	ESE team works closely with the general education teacher in obtaining the recent data assessments - Lesson focus ESE team works in supporting the student by ensuring that they are building the foundation skill set for the student by on the data and providing a structured literacy based curricula such as SIPPS.
29. Family members of SWD are contributing members of school decision-making groups.	Partially Almost	Parents are involved at the school through the school's School Advisory Meeting Parents actively participate during school functions of assemblies Parents actively speak in regard to what they want for their children via open forum of the School Advisory Council
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Partially Beginning	Resources are given to families via flyers district phone link announcements

<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>Supporting evidence is a strong bond with families to help students via parent conferences, annual IEP meetings, "snap shot" conversation on how the student is doing at school and home building a bond between the home and the school [open communication]</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>Supporting Evidence is shown throughout the school year via Literacy Night, Open House connection at the elementary school level and middle school level School provides inclusive opportunities at all times through the use of personnel that are available to support our students</p>
<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Partially Beginning</p>	<p>ESE Specialist obtained training at the district level and she brought it back to help with the transition IEP for students -- Helping parents get ready for middle school and beyond Looking at postschool outcomes using a checklist</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>Partially Almost</p>	<p>Working with our students in the classroom  Assessing them using progress monitoring of FAST, progress goals  Obtaining authentic work  We are able to support our students in their academic journey at the elementary level and help them with transitioning to the middle school site so that they can be successful and be able to actively participate in their education.</p>
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# School BPIE Assessment Priority Indicators

WALKER 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 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.
- Indicator 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.
- Indicator 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.
- Indicator 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).