

School Best Practices for Inclusive Education (BPIE) Assessment

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

MARY M BETHUNE ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 0341

Date Meeting Held: 10/17/2023

Initial Information

School Principal: LATOSHA WILLIAMS

School Type: Not yet assigned

FIN Trained Meeting Leader/Title: Nikitress Jenkins, ESE Specialist/Literacy Coach

Team Members Name/Title:

Latosha Williams, Principal

Theon Eames, Assistant Principal

Nikitress Jenkins-Porter, ESE Specialist

Alexandra Frias, Literacy Coach

Gloria Pellecer, Math/Science Coach

Tyesha Bradley, ESE Support Faciliatator

Venecia Solano, School Counselor

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	School-based assessments I-Ready Reports FAST 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.	Fully	School Improvement Plan Data Chat Schedule SAC Meeting Parent Survey
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	ESE Specialist ESE Support Teacher RTI Data Annual IEP Meetings PLC agenda and minutes Ed Plan
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.	Fully	Family Nights Agenda Magnet Showcase Emails Newsletter School Website Data Chats
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	School Blueprint Schedule Support/Intervention Schedule Service Logs ESE Support Teacher Schedule

<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>	Partially Almost	School-based ESE specialist and staff works collaboratively with Early Head Start and Head Start
<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>	Fully	<p>Data Chats</p> <p>Leadership Team Meetings</p> <p>ILT Meetings</p> <p>Staff Development Meetings</p> <p>School Blueprints/ Schedules</p>
<p>8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.</p>	Fully	<p>School Blueprints/Schedules</p> <p>Supplemental Materials</p> <p>RtI</p> <p>Data Chats</p> <p>Staff Roster</p> <p>Intervention Groups</p>
<p>9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.</p>	Partially Almost	<p>Person First Posters</p> <p>Newsletter</p> <p>Professional Development Meetings</p> <p>Power Hour Meetings</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>	Fully	Interviews Questions with questions regarding SWDs.
<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>	Fully	Field Trip Process

<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>Safety Patrols ELO Camps Aftercare (YMCA) Performing Arts Shows Performance Arts Schedule</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>Honor Roll Kids of Character Student of the Month Weekly Shout-Outs Green Parties Bethune Bux Store</p>
<p>14. School administrators analyze data to identify professional development (PD) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.</p>	<p>Fully</p>	<p>Professional Development Staff Meetings ILT Meetings Monthly Team Meetings SIP Weekly Power Hour</p>
<p>15. School leaders provide job- embedded professional development 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>Staff Professional Development ILT Meetings Team Leader Meetings District/ Staff Trainings</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>Paraprofessional Schedules Professional Development District Trainings Staff Development Meetings</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>Common Grade Level Planning Time Master Schedule Weekly Power Hour Meetings</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.	Fully	Weekly Team Meetings Monthly Leadership Meetings IEPs at a glance
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	Lesson Plans Data Chats Instructional Focus Calendars FAST Data I-Ready Data ILT Walkthroughs
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	RtI Meetings School-wide Behavior Plans CHAMPs Monthly Staff Developments Data Chats
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	FAST Data I-Ready Data Power Hour Meetings Data Chats Weekly Team Meetings
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.	Not Yet	Do not have any special programs on campus

<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>Morning Announcements Kids of Character School-Wide Behavior Plan Safety Patrols Boys/Girls Mentoring Groups</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>Visual Supports District Support Audio Speakers Text to speech Technology</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>Master Schedule/Blueprint District Trainings District Support Classroom Walkthroughs</p>
<p>26. All paraprofessionals have received PD 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>Staff Development Meetings Meetings with ESE Specialist 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.	Fully	Weekly Team Meetings Weekly Power Hour Meetings Common Planning Time
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	District Trainings Staff Development Weekly Power Hour
29. Family members of SWD are contributing members of school decision-making groups.	Fully	SAC SIP Title One Activities
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	Quarterly Family Nights Monthly Newsletters SAC Meetings School Website District Parent Nights Annual IEP Meetings
31. When communicating with families of SWD, all personnel consider family members as a resource and obtain their input in planning and problem solving.	Fully	Parent Conferences Open House Agenda Communication Logs Classroom Newsletters
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Fully	SAC Meetings Open House Family Nights

33. The school uses a person-centered planning process for SWD.	Fully	Articulation Cards Matriculation Meetings Data Chats
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).	Fully	Annual IEP Meetings District ESE Support Matriculation Meetings Articulation Cards

School BPIE Assessment Priority Indicators

MARY M BETHUNE 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 9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.
- Indicator 15. School leaders provide job- embedded professional development for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWD.
- 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.