

School Best Practices for Inclusive Education (BPIE) Assessment

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

BROWARD ESTATES ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 0501

Date Meeting Held: 4/11/2025

Initial Information

School Principal: Tarshe Freeman

School Type: Elementary

FIN Trained Meeting Leader/Title: Kristina Bielskus-Barone, Special Education Team Leader

Team Members Name/Title:

Kia Moore - School Counselor, Tarshe Freeman - Principal, Diane Thomas - ESE Support Facilitator,
Tracy Evans-Walker - Reading Coach, Nicole Thomas - Social Worker, Kristina Bielskus-Barone - LEA Representative

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	<p>iReady Progress Monitoring Data; Data chats are conducted within all grade levels using data markers to address all students.</p> <p>Increased number of SWDS who receive educational services in inclusive classrooms and natural contexts, as evidenced through new ESE staffings. ESE Support Facilitator meets with General Education Teachers to discuss SWD data points, including progress on IEP goals as evidenced through calendar invites and meeting notes.</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>The school handbook and website includes information on the school's process of shared decision making. A school BPIE assessment is completed every three years and the results of all planned short- and long-term improvement efforts are reported to the district.</p> <p>The school provides access to goals related to short- and long-term improvement efforts on the school website and on request in the front office.</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>Fully</p>	<p>The ESE Specialist is determined to be the key person responsible for oversight and coordination of goals and action steps related to inclusive best practices. The key person is identified through the staff roster, PLC minutes, and team planning logs.</p>
<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>The ESE Specialist attends meetings of students who are zoned for our school. The principal requests services and supports to follow SWD in the school, documented through email. The school has a diverse student population that reflects the full range of students who live in the neighborhood school zone.</p>
<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>All SWD, including those with the most significant cognitive disabilities, are scheduled into general education classes 80% or more of the day. All SWD receive education in a general education regular class setting reflecting natural proportions and age-appropriate, heterogeneous groups in core academic and elective or special areas within the school community, as evidenced through class rosters and schedules. To the greatest extent possible, related services are scheduled and provided to SWD's in general education and natural contexts, including speech/language and occupational therapy. Before and afterschool activities are available to SWD's.</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>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>Fully</p>	<p>Teacher schedules to ensure SWD support. Weekly bulletin Staff surveys PLCs Push-In schedule for SWD general education classroom support. ESE Support Facilitator and ESE Specialist meet with general education teachers to review student goals as evidenced through calendar invites, emails, and meeting notes. School personnel refer to ESE Support Facilitator and ESE Specialist by name.</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>Teachers receive a outlined schedule of resources and supports for SWD's. Academic and support framework with all students in the general education classroom, including SWD's as referenced by push in and small group classroom schedules. Supplemental materials. Bell to bell schedule. Time for instructional planning with coaches and support personnel. PLCs as evidenced through sign-in sheets.</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>Administrators provide guidelines on the school website, in newsletters, on posters for the classroom and front office, and via electronic and verbal communication regarding person first language.</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 for instructional and non-instructional staff. Rating sheet regarding SWD and Inclusion best practices. Panel interview that touches upon SWD's and effective inclusive practices.</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>Bus logs monitored by a designated bus monitor. Emails to transportation regarding SWD's Field trips are extended to all scholars.</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>All SWD's have equal access to all school facilities and non-academic activities. All school clubs and club activities are open to SWD's, as evidenced through flyers, websites, parent links, and student schedules.</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 SWD's are included in award assemblies and are recognized for honors and awards in the same manner and at the same time as those without disabilities.</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>A needs assessment is conducted at the beginning of the school year for each SWD. Data Chats - documented through sign-in sheets. Professional Development activities - documented through sign-in sheets.</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>More PLCs are needed for the general education teachers as it relates to SWD's and inclusion best practices. Professional Development is provided through existing school structure and documented through sign-in sheets.</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>School leaders participate in PLCs. ESE Support Facilitator provides behavior support to general education teachers as evidenced through emails and meeting notes. More Professional Development opportunities to support SWD and inclusive practices, such as universal design for learning (UDL) and differentiated instruction (DI).</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>Reading Coach provides a monthly calendar of PLCs and PDs. A schedule is developed for grade-level collaboration between teachers. Agendas and logs from collaborative planning sessions between general education and ESE teachers. Specials teachers cover for general education teachers and duty assignments are distributed across all staff.</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	Specials teachers have some communication with the Special Education Teacher and ESE Specialist, but this can be improved upon, including monthly updates. The ESE Teacher solicits feedback from the Specials teachers.
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	IEP goals and objectives for all SWDs are aligned to the general education standards. General and special education teachers can articulate what all students need to know, understand and be able to do in relation to the Florida Standards as evidenced through lesson plans, curriculum maps, and walk-through data.

<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 Beginning</p>	<p>School personnel use a problem-solving process to identify appropriate instructional and behavioral interventions, and hold Creative Problem-Solving Team (CPST) meetings, evidenced through meeting notes.</p> <p>Members of the school MTSS team are assigned to provide support to specific grade-level or subject-area teams, including the formation and managing of small group intervention.</p> <p>PD and TA activities for implementing MTSS are documented, including evaluation criteria to measure desired outcomes, as evidenced through sign-in sheets.</p> <p>Families are provided information and opportunities to understand the MTSS process as it relates to tiered interventions for their child, and are invited to all MTSS meetings regarding their child.</p> <p>Administrators allocate resources to support schoolwide MTSS, functional behavior assessments (FBA) and PBS plans, including support from district staff.</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>All teachers use formative assessment data to adjust instruction, revise behavior plans and determine individual student responses to interventions in general education and natural contexts as evidenced through classroom data and MTSS meeting notes. Instructional personnel consider SWD's as general education students first and use data-driven decision making to identify supports needed for SWD's to make progress in general education and natural contexts. SWD's participate in small group instruction. All SWD's have access to the same multi-tiered interventions as those without disabilities.</p>
<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>Not Yet</p>	<p>Not applicable to Broward Estates Elementary.</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>School Social Worker, School Counselor, and Support Staff are involved in identifying and coordinating schoolwide programs for anti-bullying, peer supports, etc. Broward Estates Elementary has schoolwide programs addressing character education, antibullying, and conflict mediation.</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>Teachers differentiate instruction to allow multiple means of representation, expression and engagement through the use of various instructional technologies, as evidenced through lesson plans and classroom observations. Lessons are presented in visual and oral formats, as evidenced through lesson plans. Teachers involve students with disabilities by regularly using instructional strategies that support more complex thinking rather than watering down the curriculum, as evidenced through lesson plans and classroom observations. More professional development opportunities are needed regarding universal design for learning (UDL) and differentiated instruction (DI).</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>Administrators and teachers can articulate different ways to deliver special education services in general education settings as evidenced through lesson plans and teacher surveys. When providing in-class supports, teachers select and use various approaches based on the needs of the students and the intended outcome(s) of instruction and assessment as evidenced through lesson plans and 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 Beginning</p>	<p>Paraprofessionals receive ongoing training on topics relative to their work responsibilities, as evidenced through professional development logs and schedules. More professional development regarding working with SWD's could be provided, including training from outside resources such as FDLRS and FIN.</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	Special education teachers collaborate with general education teachers to share and implement instructional decisions made by the team, as evidenced through curriculum meeting schedules and sign-in sheets. Special and general education teachers meet regularly to share information on curriculum and individual student support needs as evidenced through calendar invitations and meeting notes.
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 Beginning	Regular meetings are needed between general education and special education teachers to plan for accommodations and application of specially designed instruction (UDL, DI, etc.), as evidenced through coaching logs, calendar invitations, teacher lesson plans, and classroom observations.
29. Family members of SWD are contributing members of school decision-making groups.	Fully	School administrators actively recruit family members of SWDs to participate in school decision-making groups, including the School Advisory Council.
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	Resources and learning opportunities for families are regularly communicated through the school newsletter and website, as well as through flyers and emails sent to families. Data are gathered from families via surveys, interviews, focus groups, and a suggestion box.

<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 maintain ongoing communication with families to ensure support plans are consistent from school to home and community, as evidenced through call logs and planning documents. Family members are invited to and are included in all planning meetings for SWD's as evidenced through call logs and meeting notes.</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>The school administrator provides a report to families as part of school open house activities. The school administrator provides a report to other school administrators during district meetings.</p>
<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Fully</p>	<p>There is an established protocol for facilitating a smooth transition for SWDs from grade to grade and school to school as evidenced through call logs, emails, and meeting notes. SWDs have opportunities to learn and practice skills associated with self-determination as evidenced through student surveys and checklists.</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>Supports are in place and are passed seamlessly between sending and receiving parties. All supports follow SWD's as they transition from school to school as evidenced by emails, call logs, and meeting notes.</p>

School BPIE Assessment Priority Indicators

BROWARD ESTATES 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 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 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 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.
- 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.