

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

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

**WATKINS ELEMENTARY SCHOOL**

**District Name: Broward**

**MSID Number: 0511**

**Date Meeting Held: 9/17/2025**

# Initial Information

**School Principal:** LORI MENDEZ

**School Type:** Elementary

**FIN Trained Meeting Leader/Title:** LORI MENDEZ, School Principal

**Team Members Name/Title:**

Lori Mendez, Principal

Ricardo Ricketts, Assistant Principal

Kenya Lesperance, ESE Specialist (will be on leave by the end of September)

Latasha Lane, EBD Teacher

Jennifer Rollins ESE PreK Teacher

MaryAnn Manapin, ESE Support Facilitator

Beth Montano, ESE Support Facilitator

Shonda Woodard, Literacy Coach/MTSS Coordinator

Pauline Honore, School Counselor

Andrea Richardson, Community Liaison

Daniel Saldana, ESE Parent

## 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>	<p>Partially Almost</p>	<ul style="list-style-type: none"> <li>-Excel documents are created for all students that include, state assessment data, I-Ready data, and local assessment data.</li> <li>-Staff uses the Performance Matters platform to compare data and to determine next steps for instruction.</li> <li>-Data conversations that include the general education teacher, ESE support teacher and/or special program teacher take place at least 4 times throughout the school year.</li> <li>-Students are provided interventions and or enrichment based on data.</li> <li>-Teachers conduct data chats and set goal with their students. Students know what they are striving to achieve.</li> </ul>

<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>	<p>Partially Almost</p>	<ul style="list-style-type: none"> <li>-School works to ensure that the needs of all students are met.</li> <li>-Administration, the ILT team and teachers track student success of goals through formative data, as well as classroom work samples and exit tickets.</li> <li>-School data and goals are discussed at monthly SAC meetings as a whole and by subgroups.</li> <li>-Students in our PreK and EBD special program receive daily notes that go home based on goals they are working towards.</li> <li>-School participates in all district mandated surveys to parents, students and stakeholders.</li> <li>-ESE progress reports go home with quarterly report cards.</li> <li>-IEP meetings are held and in compliance for students.</li> </ul>
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<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>	<ul style="list-style-type: none"> <li>-ESE Specialist - 100%</li> <li>-Two ESE Support Facilitators - 100%</li> <li>-Speech Teacher - 100% - This position is filled by a contracted speech pathologist.</li> <li>-School Counselor - 100%</li> <li>-ESE Counselor- This position is provided by the district for our special program students who receive counseling services on their IEP.</li> <li>-All ESE classes have at least one Teacher Assistant that supports the teacher and students.</li> <li>-All teachers have access to the students IEP, FBA, BPIP or any other supporting documents through the district FOCUS management system.</li> <li>*We have three academic coaches (ELA, Math and Science) that provided academic support to all students and teachers on our campus, including our ESE students.</li> </ul>
<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>	<ul style="list-style-type: none"> <li>-Personnel is hired to support the needs of our students and programs. (Budget and staff roster)</li> <li>-Administration works with District staff as needed to ensure that all policies and procedures are being followed. Administration will request support as needed if specific situations arise.</li> <li>-Administration ensures they are available to support the parents through phone calls, meetings or written communication.</li> <li>-Administration works to ensure that all appropriate needs are met.</li> <li>-Administration works closely with all ESE staff, especially the ESE specialist to support all programs.</li> </ul>

<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>-For the last two years we have met the ESSA criteria for our ESE subgroup.  2022-2023 = 30% (This year we did not meet the 41% criteria)  2023-2024 = 46%  2024-2025 - 45%  -Master schedule  -Teacher classroom schedule.  -All school events are open for all students.  -Special program classes participate in all grade level activities, lunch, specials, recess, field trips, etc...with general education students.  -ESE Support facilitator and special program teachers plan with general education grade level teams.</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>Fully</p>	<p>Our master schedule shows where our PreK students Combine with the Kindergarten classes for specials. PreK and Kindergarten are a combined team under one team leader. Additionally, the PreK classes and Kindergarten have lunch scheduled at the same time. Common planning time is provided to the PreK and Kindergarten team so they can plan standards based lessons for all the students.</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>	<ul style="list-style-type: none"> <li>-Employee handbook includes academic and student expectations.</li> <li>-Team Leader Meetings</li> <li>-Team Meetings</li> <li>-Faculty Meetings</li> <li>-PLC Teams</li> <li>-Master schedule</li> <li>-Teachers at grade levels have common planning time. The EBD teachers work with the team that correlates with their grade level.</li> <li>-All academic data is tracked by the content area coaches.</li> <li>-Administration sends a weekly newsletter each week that includes academic information as well as behavioral strategies and support.</li> </ul>
<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>	<ul style="list-style-type: none"> <li>-All resources are provided equally to all teachers and students.</li> <li>-Personnel is appropriately aligned to student needs - staff roster.</li> <li>-School budget outlines funding for all ESE programs and teachers are surveyed for what materials they need to ensure success.</li> <li>-Master schedule shows that all students participate in all special classes and have equal time for core content area subjects.</li> </ul>
<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>	<ul style="list-style-type: none"> <li>-Faculty Meetings</li> <li>-Grade level team meeting agendas.</li> <li>-ESE team does participate in trainings specific to written and verbal communications.</li> <li>-Employee handbook.</li> <li>-SAC meetings.</li> </ul>

<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>	<ul style="list-style-type: none"> <li>-Each year we write specific questions to be used when interviewing staff for instructional and non instructional positions within our school.</li> <li>-Interview is comprised of a team of diverse staff members who represent the school.</li> </ul>
<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>	<ul style="list-style-type: none"> <li>-All buses pick-up and drop-off in the south lot.</li> <li>-Administration creates the schedule of the staff members who monitor the bus area in the morning and afternoon.</li> <li>-We have a master list of students and what bus they are assigned to.</li> <li>-At dismissal there is a staff member assigned to each bus with a tracking sheet to ensure that all students get on the correct bus are accounted for.</li> <li>-Buses are routed by the district at the appropriate times for our school arrival and dismissal.</li> <li>-Student drop off and pick up is determined by the addresses provided by the family. Some students get dropped off at day care after school.</li> <li>-All students at each grade level participate in all field trips and school sponsored events together.</li> <li>-Parent requests for transportation are entered as soon as possible.</li> </ul>

<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>	<ul style="list-style-type: none"> <li>-All school sponsored clubs are open to all students who wish to participate.</li> <li>-Master schedule shows that all students are included equally within the schedule.</li> <li>-The school counselor has trained all staff members on resiliency lessons.</li> <li>-The school counselor delivers social skill lessons to all classes.</li> <li>-All students participate in social and emotional lessons.</li> <li>-Grade level field trips are open to all students.</li> <li>-Staff participates in equity training throughout the school year.</li> <li>-ESE Specialist provides yearly training to all teachers.</li> </ul>
<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>	<ul style="list-style-type: none"> <li>-All students from PreK through fifth grade participate in end of the year ceremonies where each student is presented with a certificate.</li> <li>-Monthly Student of the Month ceremonies highlight one student from all classes.</li> <li>-Weekly I-Ready challenges are open to all students.</li> <li>-All students participate in our school wide Positive Behavior Plan earning points to receive tangible incentives.</li> <li>-Faculty Handbook sets expectations.</li> </ul>

<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>Fully</p>	<ul style="list-style-type: none"> <li>-Data chats are held with individual teachers throughout the school year. Additionally, teachers participate in data discussions as a group to support the need of the students and the teachers learning.</li> <li>-Instructional Focus Calendars are created by the coaches and provided to all teachers with specific dates for lessons to be completed.</li> <li>-PLC calendar</li> <li>-Professional learning is provided to teachers based on need. Professional learning is provided by school staff and/or district staff.</li> <li>-Teachers are able to attend district training to grow in their instructional practices.</li> <li>-Survey data</li> </ul>
<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>	<ul style="list-style-type: none"> <li>-PLC Calendar</li> <li>-TDA's for specific professional development.</li> <li>-Ongoing professional learning.</li> </ul>
<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>	<ul style="list-style-type: none"> <li>-PLC Calendar</li> <li>-Collaboration between the ESE support facilitator and the classroom teacher.</li> <li>-Coaching cycle is implemented with teachers, supported by school and/or district staff.</li> <li>-Co-teaching between teachers and coaches.</li> <li>-Collaborative planning.</li> <li>-Collaborate and/or visit other schools within the district to support specific student needs.</li> </ul>

17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Fully	-Master schedule -PLC calendar -Instructional Focus Calendars -Agendas
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## 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	<ul style="list-style-type: none"> <li>-Master schedule shows Students with Disabilities attend specials at the same time and rate as general education students.</li> <li>-Specials teachers attend professional learning.</li> <li>-Specials teachers meet regularly with teachers as needed.</li> <li>-Teacher assistants are assigned to the PreK classes and EBD classes and attend specials as an added support for the students.</li> </ul>
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	<ul style="list-style-type: none"> <li>-IEP goals are aligned to state standards.</li> <li>-All teachers use the Instructional Focus Calendars provided by the academic coaches.</li> <li>-Standards are posted within the common board configuration in all classrooms.</li> <li>-Professional Learning Groups.</li> <li>-Collaborative planning is provided to all teachers.</li> </ul>

<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>Fully</p>	<ul style="list-style-type: none"> <li>-MTSS meetings are held weekly on Wednesday's in order to ensure all team members are available.</li> <li>-If needed, additional meetings can be scheduled for Monday's.</li> <li>-MTSS minutes/notes are kept for each meeting</li> <li>-Appropriate interventions are determined by the team if a student needs Tier 2 or Tier 3 interventions.</li> <li>-Parents are invited to attend meetings so that collected data can be shared throughout the process.</li> <li>-Professional learning is provided during preplanning and throughout the year on processes, interventions and data collection, as needed.</li> </ul>
<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>Partially Almost</p>	<ul style="list-style-type: none"> <li>-Instructional Focus Calendars are followed by all teachers.</li> <li>-An assessment calendar is provided by the district and ILT team structures it around our IFC.</li> <li>-Teachers use classroom work samples and exit tickets to track progress and plan for instruction.</li> <li>-Data chat schedule</li> <li>-Data chats are held with students. Students set goals and track their progress.</li> </ul>

<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>Fully</p>	<ul style="list-style-type: none"> <li>-Special program classes follow the same IFC and assessment calendar as the general education classes.</li> <li>-Data chats are held with all special program teachers and students. Expectations are set at the same high level standard.</li> <li>-Students who are in the special program classes participate in Honor Roll, Student of the Month and the I-Ready challenge.</li> </ul>
<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>	<ul style="list-style-type: none"> <li>-School Counselor has trained all staff on how to instruct the resiliency education programs.</li> <li>-School Counselor teaches social and emotional lessons to all classes throughout the school year.</li> <li>-School Counselor is available to all students and holds small group lessons with specific students who need additional supports from the entire school population.</li> <li>-Special program classes do have additional lessons on social/emotional activities.</li> <li>-Anti-bullying and character education programs are taught to all students.</li> <li>-Community partners with gardening and growing of fruits and vegetables are available.</li> <li>-School clubs are open for all students to participate in.</li> <li>-SAVE Promise club</li> </ul>

<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>	<ul style="list-style-type: none"> <li>-Lesson plans</li> <li>-Informal Observation Data</li> <li>-Formal Observation Data</li> <li>-Technology programs that support student needs.</li> <li>-Assistive technology is secured for students who require it.</li> <li>-Materials and resources needed for specific students are acquired when needed.</li> </ul>
<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>Fully</p>	<ul style="list-style-type: none"> <li>-Master schedule - Grade level schedules.</li> <li>-Teacher Assistants are appropriately placed to support students.</li> <li>-Support Facilitators schedules includes push-in and pull-out services, depending on the need.</li> <li>-Students are not pulled out of core "whole group" instruction. They receive their interventions during small group instruction.</li> <li>-Students are included in Extended Learning Opportunities.</li> <li>-IEP information.</li> <li>-Common planning.</li> </ul>
<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>	<ul style="list-style-type: none"> <li>-Mandatory compliance training</li> <li>-ESE Specialist and administration provides training and sets expectations during pre-planning week.</li> <li>-Teacher Assistants attend district training appropriate to their specific role.</li> <li>-Informal observations to provide immediate feedback.</li> <li>-Quarterly meetings</li> <li>-We continue to work with the district to provide appropriate professional learning to our Teacher Assistants.</li> </ul>

### 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	<ul style="list-style-type: none"> <li>-Team Rosters</li> <li>-Team Meeting agendas and minutes.</li> </ul>
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.	Fully	<ul style="list-style-type: none"> <li>-Informal and Formal Observations</li> <li>-Master schedule - Common planning time</li> <li>-Coaching logs</li> <li>-IFC's</li> <li>-Lesson Plans</li> </ul>
29. Family members of SWD are contributing members of school decision-making groups.	Partially Almost	<ul style="list-style-type: none"> <li>-SAC Composition</li> <li>-Monthly school newsletter.</li> <li>-Parent Link and Class Dojo messages that share information on academics, behavior support and upcoming events at the school.</li> <li>-Send a physical invite to parents encouraging participation in events and meetings.</li> </ul>
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	<ul style="list-style-type: none"> <li>-Monthly school newsletter</li> <li>-Class Dojo</li> <li>-Parent Link Messages</li> <li>-Conferences and Interims - can be translated into home language as needed</li> <li>-Parent Universities</li> <li>-Survey results shared with all parents.</li> </ul>

<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>	<ul style="list-style-type: none"> <li>-Meeting Minutes</li> <li>-Phone Logs</li> <li>-Class Dojo</li> <li>-Individual Agenda Books</li> <li>-Home Notes</li> </ul>
<p>32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.</p>	<p>Fully</p>	<ul style="list-style-type: none"> <li>-School Report Card</li> <li>-School Improvement Plan</li> <li>-Monthly School Newsletter</li> <li>-Parent Link</li> <li>-Class Dojo</li> <li>-School Marquee</li> <li>-School Website</li> <li>-Social Media Platforms - FB and X.</li> </ul>
<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Fully</p>	<ul style="list-style-type: none"> <li>-Matriculation meetings</li> <li>-Data chats are held throughout the school year.</li> <li>-Formal and Informal conferences with parents</li> <li>-IEP meetings.</li> </ul>
<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>	<ul style="list-style-type: none"> <li>-ESE specialist communicates with staff at the receiving school.</li> <li>-Data chats using all data are conducted and shared with all necessary parties.</li> <li>-Conferences with parents.</li> <li>-IEP meetings.</li> </ul>

# School BPIE Assessment Priority Indicators

WATKINS 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 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.
- Indicator 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.
- 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.