

School Best Practices for Inclusive Education (BPIE) Assessment

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

NORTH ANDREWS GARDENS ELEM.

District Name: Broward

MSID Number: 0521

Date Meeting Held: 9/3/2024

Initial Information

School Principal: CATRICE DUHART

School Type: Elementary

FIN Trained Meeting Leader/Title: Clarice Johnston, Assistant Principal

Team Members Name/Title:

Catrice Duhart, Principal

Amy Torres, Literacy Coach

Kara Kerr, Math Coach

Jermaine Vassell, Science Resource teacher

Kristin Fletcher, ESE Specialist

Isabel Guaragna, School Psychologist

Tiffany Fields, 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	Data Chats Progress Reports MTSS meetings
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 School Advisory Forum
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	Staff Roster PLC meetings Dedicated Specialists MTSS Meetings
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	Support Staff and admin are aware of SWD students and their needs. Ongoing consultation with Program Specialist and other ESE district personnel.
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 Schedules Teacher lesson plans

<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>Progress Reports PLC meetings Teacher 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>	<p>Fully</p>	<p>PLCs Team Planning Support Team Schedules</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>Parent links</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 question template</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 Synopsis Field Trip documentation</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>Performance Programs from our Visual Arts classes Field trip rosters Student Schedules</p>

13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Fully	Honor Roll Assemblies and the list of recipients shared Golden Spatula for good cafe behavior
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	Temporary Duty Assignment (TDAs) documents Professional Development Plans
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.	Fully	Data Chats PLCs Professional Development sign in sheets Mentoring for new teachers and new staff members
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.	Fully	Team leader meeting agendas and team meeting agenda and minutes
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	MTSS meetings PLC schedules Team Leader meeting monthly Team meeting schedules Data Chats

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	ESE teachers planning schedules
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 Progress Reports IEP goals and objectives
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	BASIS Data (now will be in FOCUS0 MTSS Schedule Any FBA documents
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	Behavior Plans FBA information Progress Reports
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 Almost	MTSS meeting minutes Progress Reports

<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>Positive Behavior Plan Guidance Groups Anti-Bullying Assemblies Save Promise Start with Hello initiative Character Education Safety Patrols 5000 Role Models initiative</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>Lesson Plans Student Conferences Differentiated Instruction Visual Schedules On going progress monitoring Classroom observations</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>Fully</p>	<p>ESE services schedules Team meetings Student Schedules</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>Educational Support Personnel (ESP/Para) schedules ESE/General Education teacher consultation Professional Development log</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.	Not Yet	ESE teachers will be added to the PLCs of each grade level this year
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	Team leader meetings Data Chats PLC meetings Literacy, Math and Science Coach support
29. Family members of SWD are contributing members of school decision-making groups.	Partially Almost	School Advisory Council Roster Parent Surveys
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	ESE Flyers and Notices SWD parent surveys Information supporting families of SWD on the website
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 Beginning	Conference forms ESE correspondence IEP meetings MTSS meetings with parents
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Fully	School Improvement Plan Information on the school's website Parent link messages
33. The school uses a person-centered planning process for SWD.	Partially Almost	Matriculation meetings IEP meetings

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	Matriculation Meetings Visiting Middle School presentations
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School BPIE Assessment Priority Indicators

NORTH ANDREWS GARDENS ELEM. 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 27. All special education teachers are full, collaborative members of a general education curriculum team.
- 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.