

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

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

**NORCREST ELEMENTARY SCHOOL**

**District Name: Broward**

**MSID Number: 0561**

**Date Meeting Held: 9/11/2024**

# Initial Information

**School Principal:** Maximo Castillo

**School Type:** Elementary

**FIN Trained Meeting Leader/Title:** Nakia Liggins, FIN Facilitator

**Team Members Name/Title:**

Katherine Kusmich - ESE Specialist, FIN

Maximo Castillo- Principal

Daisy Menendez - AP

Julie VanHoose- Literacy Coach

Jennifer Morales - Science coach

Whitney Hunt - SIP, 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.	Partially Almost	Data chats, IReady, CPST
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	Data chats, Administrative coaches meetings
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, Autism Coach, grade level teams and Administration meet to monitor implementation
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	Flyers, website, parent links, tours
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.	Partially Almost	Scheduling, inclusive with Specials, recess, and lunch. Some are inclusive in the General education classroom.

<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>	Not Yet	We only have ESE PK programs. No general education PK.
<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	Faculty meetings, emails and team meetings
<p>8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.</p>	Fully	Resources are allocated for materials, curriculum, and training
<p>9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.</p>	Partially Almost	Faculty meetings, PLCs
<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	Interview questions are related to SWD and various levels of needs in the classroom.
<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	Bus liaison assures all needs are met for transportation
<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>	Fully	Students are invited to all non-academic activities (ie: after-school clubs, patrols) and accommodations are offered when applicable.

13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Fully	All students are open to receiving all awards and recognition. Ie: Just Do It Award, Lynn Riggio award, honor roll, etc.
14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.	Fully	Data chats, PLCs, trainings
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	Teachers attended training for inclusive education. ESE teachers collaborate with grade level teams
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	Teachers are provided with coaching, flexible scheduling, planning, and behavior support
17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Fully	Common planning time allow teachers to collaborate. Weekly team meetings

## 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	ESE teachers and support services personnel solicit feedback from specials
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 Almost	Teacher lesson plans and IEPs are standards based. Members of the school MTSS team and Coaches are assigned to provide support to specific grade-level or subject-area teams.
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	Members of the school MTSS team are assigned to provide support to specific grade-level or subject-area teams. School personnel use a problem-solving process to identify appropriate instructional and behavioral interventions. Families are provided information and opportunities to understand the MTSS process as it relates to tiered interventions for their child.
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	data collection tools: Checklists, Profiles, Data forms, FBA, Reading assessment tools; and Scoring criteria/rubrics. The school has designated personnel with expertise in gathering and analyzing student data who provide ongoing support in the use of formative assessment processes.

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	Teachers of students in self-contained classrooms use formative assessment data to increase time SWDs receive instruction in general education classes, such as observational data to identify effective behavior supports for learning in the general Ed Special education teachers use formative assessment to identify student needs, adjust instruction, revise behavior plans and identify opportunities for learning in general education.
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.	Fully	Guidance counselors are involved in identifying and coordinating school wide programs for anti-bullying, peer support, etc.  Teachers include team-building and class building structures to create and support positive interactions among students with and without disabilities.
24. There is a school-wide approach for planning and implementing Universal Design for Learning (UDL) across all instructional and non- instructional school contexts.	Partially Almost	Teachers differentiate instruction to provide multiple means of representation, implementation, and expression. Lessons are presented in multi-sensory format.  Assistive technology is used for students as needed.
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.	Partially Almost	When developing the master schedule, SWD are considered first. Co-teaching and support facilitation are considered.

<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 based on their work responsibilities. The roles and responsibilities of paraprofessionals are clearly outlined and communicated by administrators and teachers. Teachers and paraprofessionals discuss strategies and methods to provide individual supports to SWDs in general education classrooms and natural contexts.</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	All Special Education teachers meet weekly with their grade level teams in Gen.ed.to discuss curriculum, etc. All team members keep minutes of the team meeting and have the ability to provide input.
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	Teachers determine appropriate accommodations and other supports (e.g., behavior, visual and communication) for individual students. Teachers share roles and responsibilities such that distinctions between special education and the content- or grade-level teacher are not obvious.
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. Family members of SWDs are active members of groups such as the Parent-Teacher Association (PTA) and other activities. Family members of SWDs participate in school decision-making based upon annual measurable outcome data for students with and without disabilities.

30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Partially Beginning	<p>Learning opportunities and resources are identified and provided to families based on family surveys or interviews, school climate surveys, IEP goals and student data.</p> <p>Schedule of ongoing learning opportunities is provided to all families via website, emails, robo-calls, etc.</p> <p>Family learning opportunities include content and activities that are translated for families whose first language is not English.</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.	Fully	<p>Team/department meeting notes reflect family input on developing educational, behavioral and/or social strategies for their children.</p> <p>Families receive support and resources, such as checklists, visuals, or point systems, to implement behavior support plans at home and in the community.</p> <p>Teachers maintain ongoing communication with families to ensure support plans are consistent from school to home and community</p>
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Fully	<p>BPIE results are included in the SIP plan.</p>
33. The school uses a person-centered planning process for SWD.	Partially Almost	<p>There is an established protocol for facilitating a smooth transition for SWDs from grade to grade and school to school.</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>Vertical planning between teachers from school to school includes sharing information and effective instructional or behavioral supports for individual students. Child Study meetings are in place for PK students moving to KG so they have a smooth transition and also for 5th gr going to middle school. Schools identify and share individual needs of SWDs, through the flexible scheduling process, as they transition from grade to grade.</p>
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# School BPIE Assessment Priority Indicators

NORCREST 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 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 30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.