School Best Practices for Inclusive Education (BPIE) Assessment

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

LARKDALE ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 0621

Date Meeting Held: 7/1/2025

Initial Information

School Principal: Nandrane Fairclough

School Type: Elementary

FIN Trained Meeting Leader/Title: Devon Lynn, FIN Facilitator

Team Members Name/Title:
April Walker - Science Coach
Tamala Vaughn - Math Coach
Reading Intensive - Reading Intensive
Nandrane Fairclough- Principal

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	FAST, i-Ready Diagnostics and lessons, Benchmark Advance Unit Assessments, Acaletics, PBIS Data, Progress Learning, School Transformation Office Walkthrough Tool, IEPs, coaches collect data during walkthroughs and give feedback tailored to the specific areas for growth and resources needed to address needs of students and guide the professional development for teachers.
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	Website, parent forms, RTI and Instructional Leadership Team meetings, newsletters, and clerical forms.
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, Nicole Grosvenor - responsible for scheduling and facilitating IEP meetings, communicating with internal and external stakeholders and organizing services for ESE Students. Meeting with administration and other service providers for timely communication and assessments based on RTI or parent recommendations.

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	Meetings are held with ESE Supervisors, requests are made to support teachers, resources are sought, recruiting in the community, attend zone meetings and share resources promoting the great things happening in our school.
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	There were two SLPs, students are invited to and participate in academic and extracurricular activities and camps. Schedules reflect that students spend more than 80% of the school day in general education setting.
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. *schools with Pre-K programs only	Fully	The district ensures compliance of the Pre-K program at our school and regular meetings are held to discuss various data gathered throughout the school year, with program specialist, administrators and teachers.
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.	Fully	The ESE population is always included when resources are distributed, teachers feel as though they are a part of the bigger team, and even during Specials, SWD students are included with general education students so there is no segregation. This is also evident with field trips, incentives and generally speaking, all aspects of the school's daily operation.

8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.	Fully	There are laptops and tablets, shared resources, textbooks, decodable readers and other differentiated instruction methods, math manipulatives, and there is push-in and pull-out support for SWD to scaffold and chunk instruction for remediation.
9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.	Partially Almost	Based on the mode of communication in our school we aspire to ensure that we are not adding labels to identify our SWD.
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.	Fully	During the interview process, candidates are asked about their approach to differentiated instruction, meeting the diverse needs of all learners, and managing schoolwide behavior effectively.
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.	Fully	Bus schedules are based on the STER reports. We also coordinate with the SBBC Transportation Department regarding any change requests via email or telephone.
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.	Fully	Our SWD participate in assemblies, graduation activities, field trips, academic celebrations, safety patrol, field day, 21st Century clubs and pep rallies.

13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Fully	Students with Disabilities (SWD) are recognized through school assemblies, newsletters, marquees, and morning announcements. Recognition guidelines are shared via flyers and communicated through Class Dojo. Additionally, SWD are honored by the Broward County Public Schools for their accomplishments (Just Do It, I Did it awards).
14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.	Fully	The Instructional Leadership Team (ILT) collects data during walkthroughs and provides targeted feedback, identifying specific areas for growth and recommending appropriate resources. This data is used to inform professional development planning and ensure instructional practices meet the diverse needs of all students. Additionally, we utilize progress monitoring assessments and conduct data chats to closely track the academic progress of Students with Disabilities (SWD).
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	The school's professional learning plan is distributed at the beginning of the year. It includes topics such as classroom management strategies, data analysis, specific content area, integrating IEP goals into the general education instructional activities and natural contexts. Additionally, we have WIN time, small group rotations, and standard based work stations embedded in our master schedule to target specific needs of our scholars.

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	Instructional leaders provide in class coaching, modeling, co-teaching, and professional learning opportunities for the effective use of district provided digital programs as well as devices.
17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Fully	The school schedule, shared through our digital newsletters, highlights collaborative planning sessions. Administrators also provide substitute schedules to ensure teacher release time for professional development and IEP 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.	Partially Almost	Our occupational therapists and speech-language pathologists (SLPs) collaborate closely with all teachers to discuss accommodations, modifications, and other appropriate supports for students. We aim to ensure that special area teachers have regular opportunities to consult with special education teachers and related service providers, enabling them to implement effective strategies that support the learning and success of all Students with Disabilities (SWD) in their classrooms.
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	Based on walkthrough data, both general and special education teachers can clearly articulate what all students are expected to know, understand, and be able to do in alignment with state standards. For students with the most significant cognitive disabilities, instructional goals and learning targets are derived from access points, as reflected in lesson plans and common board configurations. Additionally, IEP goals and objectives for all Students with Disabilities (SWD) are aligned with the state standards to ensure consistency and rigor in instruction.

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 Almost	Our MTSS meetings are documented with sign in sheets and minutes. Additionally the MTSS meetings are conducted bi-weekly. We strive to align tiered supports with the individual instructional needs of Students with Disabilities (SWD) in general education classrooms, while also ensuring that teacher documentation is accurate and submitted in a timely manner. As a PBIS school, we incorporate a school-wide behavior plan in which expectations are prominently displayed in classrooms, the cafeteria, hallways, and other common areas to ensure consistency and reinforce positive behavior throughout the campus.
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	During scheduled team meetings, teachers including those of SWD, use various progress monitoring data to inform instructional practices (remediation and enrichment), tier support from ILT, and elicit assistance of support staff as a means of intervening to close gaps or accelerate learning. These support measures are also addressed during planned data analysis and conferences.

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	Core classroom teachers use common formative assessments to determine students' instructional needs and provide interventions as necessary. Teachers collaborate to identify individual student needs, including those of students with disabilities (SWD), and to finalize or update IEPs and supports based on each student's specific requirements. Teachers in the autism cluster also use data to monitor and ensure that SWD spend the required amount of time in general education classes receiving instruction. Both academic and social interaction needs are addressed in accordance with the data. Instruction from Specials teachers, as well as time spent in shared spaces such as the media center, are scheduled and monitored using data to ensure appropriate access and support.

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	Our school has many programs and systems in place that help students feel happy, safe, and included in our classrooms and throughout the campus. Staff - including school counselor, community liaison, teachers and other internal and external stakeholders - work together to build strong friendships and show kindness and respect, no matter their abilities. For students, we use a school-wide positive behavior plan, PBIS-Compass Learning, Be the 1, Choose Peace and CHAMPS to guide and support students as they collaborate, make friends, solve problems, make decisions, advocate for themselves, and become culturally aware.
24. There is a school-wide approach for planning and implementing Universal Design for Learning (UDL) across all instructional and non- instructional school contexts.	Fully	Teachers, ILT and administration plan weekly to discuss data, align resources, and participate in professional development. Visual schedules, direct instruction, as well as laptops, braille and other assistive technology are used based on the needs of students.
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.	Fully	There are varying schedules in place to allow flexibility for students based on the need for speech, language, physical or occupational demands. Human resources are scheduled to satisfy the IEP goals as well as differentiate instruction for students. Teachers, the ILT and administration hold themselves accountable to ensure that the needs of students from various subgroups, including our SWD are met.

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.	Fully	Paraprofessionals receive continuous training related to their job duties, such as understanding specific disabilities and their effect on learning, providing academic support as they assist during instructional blocks, monitoring students' social and physical interactions, and communicating support, while addressing the health and safety needs of our students in a discreet and confidential manner. Administrators and teachers clearly define and communicate paraprofessionals' roles, schedules and expectations. Administrators and teachers regularly observe and review paraprofessional activities to assess the quality of support being provided. Paraprofessionals are able to clearly describe the learning, communication, and behavior needs of the SWD they assist.

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	Our school continues to put systems in place to increase the collaboration between specialized education teachers and general education teachers who all educate our SWD population.
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	Common planning between general education and self-contained teachers continues to be a focus of Larkdale Elementary. Lesson plans, resources, best practices and opportunities to observe classroom instruction of peers will ensure that SWD teachers are supported.
29. Family members of SWD are contributing members of school decision-making groups.	Fully	Through School Advisory Council (SAC), School Advisory Forum (SAF), surveys, parent/ family night events and parent link forms, parents are able to share input about various aspect of our school.
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	Through meetings with the ESE Specialist, school-based parent events, and conferences with parents of students with disabilities (SWD), learning opportunities and resources are shared, and parents are guided on how to best use them to support their child's needs.

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	We ensure a collaborative approach to meeting the diverse needs of our students by implementing the following practices: Consistent communication through phone calls, emails, and messages sent home. Providing regular updates on student progress and identifying areas where support from families and the district is needed. Ensuring translation is available in families' native languages. Including family input during IEP meetings and other planning sessions. Requesting input on behaviors observed outside of school. Scheduling meetings at various times throughout the day to accommodate families. Surveying parents to assess the effectiveness of our services. Hosting parent nights to provide education and promote collaboration.

32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Partially Almost	Measures such as creating a report that summarizes the steps we've taken to ensure the inclusion of students with disabilities (SWD) in general education, our progress toward meeting IEP goals, the professional development completed by SWD teachers and support staff, and our key successes can be shared with families and the district through our website, email, newsletters, and ParentLink—in multiple languages.
33. The school uses a person-centered planning process for SWD.	Partially Almost	To ensure the school uses a person-centered planning process for students with disabilities (SWD), staff receives training on how to implement student-focused, strengths-based planning approaches. Families give input on strengths, needs, and long-term goals, of students. Planning for student needs and IEP goals align with student and parent input. Additionally, students are encouraged to self-advocate and communicate their needs and staff is educated on the importance of a positive school culture.

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	Students with disabilities (SWD) transition smoothly from grade to grade as the school uses a team decision-making process involving key stakeholders such as general and special education teachers, ESE specialists, administrators, counselors, related service providers, families, and the student when appropriate. The team reviews the student's current supports, needs, and progress data, including academic and behavioral information, to guide planning. Transition planning take place with meetings that are focused on preparing for the move. The team collaboratively determines the most inclusive setting appropriate for the student, ensuring that supports and services are in place to help the student succeed.

School BPIE Assessment Priority Indicators

LARKDALE 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 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.
- Indicator 32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.