

School Best Practices for Inclusive Education (BPIE) Assessment

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

POMPANO BEACH ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 0751

Date Meeting Held: 10/18/2024

Initial Information

School Principal: SHEZETTE BLUE-SMALL

School Type: Elementary

FIN Trained Meeting Leader/Title: SHEZETTE BLUE-SMALL, School Principal

Team Members Name/Title:

Shezette Small - Principal

Germaine Odom - Assistant Principal

Kimberly Cohen - ESE Specialist

Anjanette Mack - Literacy Coach

Blanche Parrish - Math Coach

Shamelle Foster - Science Coach

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>	Partially Almost	<p>All teachers engage in regular data chats to discuss the progress of each student. ESE (Exceptional Student Education) teachers share the same planning time and participate in collaborative sessions with general education teachers. The ESE team also meets regularly to review data for the development of progress reports and Individualized Education Programs (IEPs). Both our low- and high-incidence students with disabilities are fully integrated into the general education setting to promote inclusive learning environments.</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>Every three years, the leadership team completes the Best Practices for Inclusive Education (BPIE) assessment. Additionally, the team conducts quarterly data analysis to guide decision-making for all students, not just those receiving ESE services. Stakeholders, including teachers, support staff, and administrators, are actively involved in this collaborative process. Parents also play a key role through participation in IEP meetings and the Response to Intervention (RtI) process.</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 Coordinator is clearly identified in all school documents and on the school website, with well-defined roles and responsibilities. She maintains consistent communication with all stakeholders and holds annual meetings with parents to support transparency and collaboration in the ESE process.</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 school is well-equipped to meet the needs of all students, offering access to a range of support personnel, including instructional coaches, a behavior technician, school psychologist, guidance counselor, social worker, and family counselor. The administration actively advocates for students with disabilities (SWDs), ensuring they are fully included in all school activities and opportunities.</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>Not Yet</p>	<p>Students not enrolled in the EBD special program are included in general education classrooms for 80% or more of the school day. Furthermore, a high percentage of students participating in the EBD program also spend part of their day in general education settings, promoting inclusive practices and access to core instruction.</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>Partially Almost</p>	<p>Our school has one self-contained Pre-K classroom whose students actively participate with their peers in general education Pre-K classes during lunch, specials, breakfast, recess, and various school events. This approach fosters inclusion and social interaction from an early age.</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>School administration ensures that all students and staff are held to high expectations aligned with the school-wide mission statement. Targeted staff members receive ongoing training and support to effectively serve students with extended needs. The leadership team actively promotes and advocates for inclusive education in collaboration with all teachers.</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>A collaborative team—including instructional coaches, counselors, the school psychologist, paraprofessionals, and teachers—works together to meet the diverse needs of all students. Dedicated time is provided for instructional planning, ensuring effective, student-centered support and high-quality instruction.</p>
<p>9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.</p>	<p>Partially Almost</p>	<p>All staff members consistently use person-first language when referring to students, emphasizing the individual rather than the disability or eligibility category. This practice reflects our commitment to dignity, respect, and inclusive communication.</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>Our school's interview process includes specific questions that assess applicants' knowledge and beliefs regarding disabilities. Candidates are asked to provide examples and demonstrate their experience working with students with disabilities (SWD), ensuring a strong commitment to inclusive education from the outset.</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>Our school's interview process includes specific questions that assess applicants' knowledge and beliefs regarding disabilities. Candidates are asked to provide examples and demonstrate their experience working with students with disabilities (SWD), ensuring a strong commitment to inclusive education from the outset.</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 students at our school, including students with disabilities (SWD), are fully included in all school activities. SWD are actively represented in programs and events such as safety patrol, honor roll assemblies, pep rallies, movie nights, festivals, and block/green parties, fostering a sense of belonging and school-wide community.</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 students are included in our award ceremonies, with students with disabilities (SWD) receiving recognition for achievements in attendance, academics, and positive character traits. This inclusive approach ensures that every student's accomplishments are celebrated and valued.</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>Administrators regularly analyze observation data to identify areas where teachers may need support, particularly in providing academic and behavioral interventions. Instructional coaches work closely with teachers who support students with disabilities (SWD), and opportunities are provided for professional development, including targeted trainings and peer observations to promote effective inclusive practices.</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>Our school offers a range of professional development opportunities through the District. Instructional coaches provide ongoing support to all teachers, while on-the-job training is available for ESE staff and new teachers. District-led trainings are encouraged to help teachers enhance their instructional practices and address specific areas of need. Professional Learning Communities (PLCs) are conducted across all grade levels and include ESE teachers to ensure collaboration and shared expertise in supporting all students.</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>Designated staff members have received specialized training to support students with disabilities (SWD). When appropriate, in-class coaching and collaborative teaching models are implemented to enhance instructional effectiveness. Collaborative planning time is built into the schedule, allowing teams to share best practices and develop strategies that support inclusive learning environments.</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>Teachers are provided with dedicated collaborative planning time to share best practices and enhance instructional strategies. Planning sessions are organized with calendars and agendas, and Professional Learning Community (PLC) minutes are documented to provide evidence of purposeful and effective collaboration.</p>
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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 Beginning	Special area teachers are informed of the students with disabilities (SWD) in their classes and are provided opportunities for support through observations and consultations with special education teachers. This collaboration ensures that all staff are equipped to meet the diverse needs of students in every instructional setting.
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	All teachers implement the B.E.S.T. Standards in their classrooms, regardless of student population. Instruction is aligned with Individualized Education Program (IEP) goals where applicable, and effectiveness is monitored through observations, walkthrough data, and progress reports, ensuring accountability and support for all learners.
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	All students are included in the Multi-Tiered System of Supports (MTSS) framework. Meetings are documented in the FOCUS system as evidence of the intervention process. The MTSS team meets weekly to review student data and provide targeted support to teachers for the implementation of academic and behavioral interventions.

<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>	<p>All teachers participate in various assessment practices, including formative assessments like i-Ready diagnostics and Cumulative-Formative Assessments (CFAs). These assessments help teachers gauge student understanding and learning progress. Additionally, teachers are supported with resources and opportunities to analyze assessment data, enabling them to make informed decisions about instructional strategies and future instructional steps to enhance student achievement.</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>Partially Almost</p>	<p>Our special education teachers administer the same formative assessments as general education teachers, such as i-Ready diagnostics and CFAs. This alignment ensures consistency in measuring student progress across different learning environments. Teachers are then responsible for analyzing the assessment data to develop detailed progress monitoring notes and to inform the creation or adjustment of Individualized Education Program (IEP) goals. This process supports personalized instruction and ensures that students with disabilities receive targeted support tailored to their specific needs.</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>Partially Almost</p>	<p>Outside volunteers are brought into the school to assist in promoting a positive atmosphere for students. The school continues to participate in character education initiatives, with teachers actively promoting positive interactions among all students. Additionally, the guidance counselor provides ongoing, consistent support for individual students or entire classes requiring assistance. The school has a clear and immediate response protocol for bullying incidents, with accusations being addressed promptly by administration, the leadership team, classroom teachers, and the guidance counselor. This comprehensive approach underscores the school's dedication to student well-being, respectful behavior, and a supportive community.</p>
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<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>The statement emphasizes that teachers employ various differentiation strategies to meet diverse student needs, ensuring that instruction is personalized and effective. Importantly, the school maintains a high standard by clarifying that "watering down" the curriculum is not acceptable, indicating a commitment to maintaining rigorous academic expectations for all students. To support this, instructional technology—such as adaptive iPads—is provided based on individual student needs. Additionally, classrooms for students with disabilities (SWDs) are equipped with special seating, tools, and visual aids to facilitate accessible and supportive learning environments. Overall, these practices reflect a strong focus on inclusive, equitable, and appropriately challenging instruction.</p> <p>Copy Summ</p>
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<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>There are multiple support options available, including push-in and pull-out services aligned with students' IEPs. Paraeducator support, collaboration and consultation among staff, and coordination with related service providers such as Speech-Language Pathologists (SLP), Occupational Therapists (OT), and family counselors are integrated into the instructional process. Additionally, leadership provides ongoing support to ensure these services are effectively implemented. This multi-tiered support system aims to create an inclusive and accommodating learning environment for all students.</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>Fully</p>	<p>Paraprofessionals have received comprehensive training to effectively support students with disabilities (SWD). They are also provided with numerous opportunities to participate in a wide range of district-sponsored training sessions, ensuring they stay informed of best practices and strategies to meet students' needs.</p>

Domain III: Communication and Collaboration

Indicator	Implementation Status	Data Sources/Supporting Evidence
<p>27. All special education teachers are full, collaborative members of a general education curriculum team.</p>	<p>Fully</p>	<p>All of our special education teachers collaborate closely with general education teachers by participating in grade-level collaborative teams. This partnership is demonstrated through dedicated planning time, collaborative hours, and Professional Learning Community (PLC) minutes, which facilitate ongoing communication, coordination, and joint instructional planning to support student success.</p>
<p>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.</p>	<p>Fully</p>	<p>Family members are actively invited to participate in important meetings such as IEP (Individualized Education Program) meetings, PTSO (Parent-Teacher-Student Organization) meetings, SAC (School Advisory Council) meetings, and RtI (Response to Intervention) meetings. Furthermore, families of students with disabilities (SWD) are encouraged to be active participants in school communities, including groups like PTSO and in school events such as Fall Harvest and Curriculum Nights. These efforts foster strong partnerships between families and the school, supporting student success and building a community-focused environment.</p> <p>Copy Summarize Delete</p>

<p>29. Family members of SWD are contributing members of school decision-making groups.</p>	<p>Partially Almost</p>	<p>Family members are actively invited to participate in important meetings such as IEP (Individualized Education Program) meetings, PTSO (Parent-Teacher-Student Organization) meetings, SAC (School Advisory Council) meetings, and RtI (Response to Intervention) meetings. Furthermore, families of students with disabilities (SWD) are encouraged to be active participants in school communities, including groups like PTSO and in school events such as Fall Harvest and Curriculum Nights. These efforts foster strong partnerships between families and the school, supporting student success and building a community-focused environment.</p> <p>Copy Summarize Delete</p>
<p>30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.</p>	<p>Partially Almost</p>	<p>We use a proactive approach to family engagement and communication. Data collected through family surveys helps the school identify the types of learning opportunities and support that families need. To keep families informed and involved, the school utilizes various communication methods, including training sessions, texts, emails, and Parent Links. This multi-channel approach ensures families receive timely and accessible information, fostering strong partnerships and supporting student success through ongoing collaboration.</p>

<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>Parents are actively involved by providing input at all IEP meetings, ensuring their perspectives are considered in planning and decision-making. Additionally, the school requests parent surveys to gather further insights and encourages ongoing dialogue when issues arise, demonstrating a collaborative approach. Communication with parents is maintained through multiple channels such as daily agendas, Class Dojo, ReMind messages, daily home notes, and text messages, ensuring families are well-informed and involved in their child's education.</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>SAC (School Advisory Council) minutes are maintained as evidence of meetings and activities. Additionally, Open House events, along with the agendas and presentations shared during these events, serve as further documentation demonstrating stakeholder engagement and communication efforts. These records help showcase transparency, accountability, and ongoing collaboration with families and the community</p>

<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Partially Almost</p>	<p>We use a comprehensive approach to supporting student transitions and social-emotional learning. Matriculation meetings are held to facilitate smooth transitions between grade levels, ensuring continuity in student support. Articulation cards are used to communicate important student information from year to year, aiding teachers in understanding individual student needs. To prepare fifth graders for middle school, tours and presentations are provided, showcasing magnet programs and helping students make informed choices. Additionally, Social-Emotional Learning (SEL) is integrated into every classroom, with additional SEL support provided by the family counselor to promote a positive, inclusive, and supportive school environment.</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>We use collaborative efforts of the ESE (Exceptional Student Education) specialist and school administrators to ensure students receive appropriate supports. The ESE specialist attends meetings when students transition between schools to facilitate proper placement within the Least Restrictive Environment (LRE). Additionally, tours and presentations about special programs are provided to familiarize students and families with available options. Both the ESE specialist and administrators advocate actively for the student's best interests regarding placement decisions, ensuring that students' individual needs are prioritized and supported effectively.</p>

School BPIE Assessment Priority Indicators

POMPANO BEACH 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 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.