

School Best Practices for Inclusive Education (BPIE) Assessment

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

MEADOWBROOK ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 0761

Date Meeting Held: 9/9/2025

Initial Information

School Principal: DAVID LEVINE

School Type: Elementary

FIN Trained Meeting Leader/Title: Dawn Horodecki, ESE Liaison

Team Members Name/Title:

David Levine- Principal

Armelle Johnson- Assistant Principal

Dawn Horodecki- ESE Specialist

Aryana Lerner- ESE teacher

Jennifer Zangrilli- Reading Interventionist

Olga Roman- Autism Coach

Luisa Hanfling- 3-5 Reading Coach

Nicole Briceno- Primary Reading Coach

Kassandra Guitierrez- Parent

Javier Carrion- 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.	Fully	Data chats, assessments, observations.
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	Support Staff & Leadership Team School Handbook School Website Surveys
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	There are clearly identified roles and responsibilities for the key person (e.g., ongoing communication, data analysis and progress monitoring of BPIE goals).
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	The school is equipped to provide educational services to all students.
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	Support services provided SWD in the general education setting SWD participating during tutoring camps

<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>	Fully	<p>Lesson plans Support and interventions Therapy is provided in addition to information sent home.</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>	Fully	<p>PLC Meetings Staff Meetings SAC Meetings School Surveys The staff is familiar and knows the students.</p>
<p>8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.</p>	Fully	<p>Science of Reading Resources ESPs Curriculum Coaches Supplemental Materials</p>
<p>9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.</p>	Fully	<p>School documents reflect clear guidelines and expectations.</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>	Fully	<p>School interview team members include job interview questions for instructional staff that assess knowledge and beliefs of inclusive educational practices.</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>	Fully	<p>School administrations provide clear procedures for arrival and dismissal. Bus monitors School Map Bus Schedule Bus Rosters</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>Clubs Field Trips Grade Level Activities Assemblies Lunch/specials</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>Honor Roll Kids of Character Schoolwide weekly ticket awards</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>Fully</p>	<p>Formal and informal observations Data Chats Professional Development</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>Fully</p>	<p>Professional Development Plan PLC's Sign-in sheets for PLC/PD Master Schedule</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>Fully</p>	<p>Reading, Math/Science, and Autism Coach Leadership Team</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>Master Schedule PLC's Half-day planning with teachers and instructional coaches Professional Development Lesson Plans</p>

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	Monthly collaboration between instructional coaches and general education teachers. Lesson Plans Collaboration between Autism Coach and specials teachers.
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	IEP goals Lesson Plans Datashets and meetings with administration Goals are set based on need
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	Multi-Tiered System of Support (MTSS)/Response to Intervention (RtI) team PD Sign-in Sheets Minutes from meetings
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 Data Chats Assessments Interventions
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	Multi-Tiered System of Support (MTSS)/Response to Intervention (RTI) Data Assessments Extra help is provided for learning opportunities.

<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>Kids of Character School guidance counselor Community service projects Flyers are seen outside of school relative to supporting positive relationships among all students.</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>Fully</p>	<p>Lesson plans Technology Differentiation</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>Administrators and teachers can articulate different ways to deliver special education services in general education settings. Provision of speech therapy</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>District-wide trainings for paraprofessionals.</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.	Fully	PLC Teams Grade Level Teams
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	Administrators provide ongoing support to assist collaborative teachers in identifying, clarifying, and developing their roles and responsibilities.
29. Family members of SWD are contributing members of school decision-making groups.	Fully	School Advisory Council Meetings Parent Teacher Organization Meetings IEP Meetings Invited to complete BPIE
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	Surveys Parent Links Newsletters Translation
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	Correspondence through agenda, online tools, conferences, and parent nights. Daily updates on learning and teaching are discussed via phone and other resources.
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Fully	At the beginning of the school year, the school provides a report to the district that includes progress toward implementing and improving inclusive practices.

<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Fully</p>	<p>For students with a transition IEP, a checklist and other resources on self-determination are provided to parents at the IEP meeting.</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>Collaboration and communication with zoned middle school ESE Specialist. ESE Specialists from matriculating schools are invited to matriculation meetings. ESE Specialist assisted with connection to classroom & enrolling student for the summer.</p>

School BPIE Assessment Priority Indicators

MEADOWBROOK 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 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 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.