

School Best Practices for Inclusive Education (BPIE) Assessment

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

MCNAB ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 0841

Date Meeting Held: 5/29/2025

Initial Information

School Principal: DORYS PALACIO

School Type: Elementary

FIN Trained Meeting Leader/Title: Kim Rohloff, Assistant Principal

Team Members Name/Title:

Dorys Palacio, Principal

Kim Rohloff, Assistant Principal

Parker Majewski, ESE Specialist (2024-2025)

Shannon Spinks, Literacy Coach/RTI

Caille Thomason, School Counselor

Michelle Smith, ESE Specialist (2025 -Present)

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>	Fully	FAST Assessments and Classroom Assessments
<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>	Fully	Data Reports and Weekly Leadership Meetings
<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>	Fully	Schedule of activities and meetings
<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>	Fully	Documentation of attendance and grades via emails via Focus.
<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>	Fully	IEP and SWD data reports

<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	Schedules of SWD via ESE Facilitator and Lesson Plans Indicate curriculum.
<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	Survey results
<p>8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.</p>	Fully	Inventory lists across all grade levels and common planning time
<p>9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.</p>	Fully	School documents and weekly parent links as well as school website.
<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>	Partially Almost	With coaches and paras we do question, however, we will work on getting cafe staff, front office, etc. more involved.
<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 schedules and rosters as well as documented emails of changes and staff to support.
<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>	Partially Almost	Observations with students, however, we will improve with utilizing surveys and focus groups for students with and without disabilities.

13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Fully	Flyers and newsletters and parent links
14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.	Fully	Record of needs assessment and information sessions/PD geared towards family and the individual development plan for each staff member.
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	PD plan and sign in sheets as well as follow up activities and master schedule with common planning time.
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	Schedule of TA with topics as well as weekly TEAMS chat to introduce and share best practices.
17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Fully	Master schedule and PLC schedule as well as walk-through digital tools.

Domain II: Instruction and Student Achievement

Indicator	Implementation Status	Data Sources/Supporting Evidence
<p>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.</p>	<p>Partially Almost</p>	<p>Teacher schedule and lesson plans, however, to fully master this we will work better on formulating agendas and notes.</p>
<p>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.</p>	<p>Fully</p>	<p>Lesson and unit plans as well as walk through data and ongoing weekly monitoring data and feedback.</p>
<p>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.</p>	<p>Partially Almost</p>	<p>Minutes of MTSS meetings and Schoolwide training on PBIS, however, we can become fully stronger implementing more PD and trainings school based for these topics.</p>
<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>Fully</p>	<p>Sample assessments, classroom data and documentation as well as behavior plans.</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>Fully</p>	<p>Sample assessments, classroom data and documentation and adjustments in behavior plans.</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>Fully</p>	<p>Syllabus of anti-bullying and character education programs.</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>Classroom observations, lesson plans using technology.</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>Master schedule and student schedules as well as classroom observations.</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 Almost</p>	<p>PD logs, pre and post assessments and checklists as well as para schedules and job description reminders, in developing our ASD cluster for year 2 we are still working on becoming fully stronger in this area via the support of the district.</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	Curriculum team meeting schedules and notes.
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	Master schedule and teacher lesson plans, classroom walkthrough and observations with coaches logs.
29. Family members of SWD are contributing members of school decision-making groups.	Fully	Decision making rosters and notes.
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	List of resources and opportunities, survey samples and results and information provided in multiple languages upon request.
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	Meeting notes and planning documents
32. Reports of progress toward implementing Inclusive practices are disseminated to families, school district personnel and community members annually.	Fully	Leadership team reviews BPiE priority indicators and reviews results and outcomes and where remediation and support needs to occur.
33. The school uses a person-centered planning process for SWD.	Fully	Policies and procedures for transition with participant rosters and meeting notes and IEP goals and post school outcome data.

<p>34. School uses a team decision-making process to ensure SLD 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>Teacher and family and administration conferences/interviews as well as district and school articulation plans to support procedures and policies.</p>
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School BPIE Assessment Priority Indicators

MCNAB 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 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.
- Indicator 12. All SWID 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.