

School Best Practices for Inclusive Education (BPIE) Assessment

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

DRIFTWOOD MIDDLE SCHOOL

District Name: Broward

MSID Number: 0861

Date Meeting Held: 6/6/2025

Initial Information

School Principal: Ana Popan

School Type: Middle/Junior

FIN Trained Meeting Leader/Title: ANA POPAN , ESE Liaison

Team Members Name/Title:

Ana Popan- ESE Specialist

Mishca Ricketts- Assistant Principal

Steven J. Williams- Principal

Latoya T. Johnson- Teacher

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	<p>FSA, Read180/System 44, I-Ready, DAR, and TOMA data are utilized. Also, discipline data, and class assessments are also utilized. During the Collaborative Problem Solving meetings, IEP meetings, conferences, and team meetings, data are shared and discussed with teachers. Data chats are conducted with students on a routinely basis regarding their progress.</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>	Fully	<p>The leadership team meets to develop the School Improvement Plan to include inclusive practices, which is shared, analyzed, and revised as needed through the School Advisory Committee (SAC) with all stakeholders. These meetings are held monthly. The information is accessible on the school's website. Input is also gathered through the school's website, surveys, and an input box.</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>	Fully	<p>The ESE Specialist is the key person that is identified in various documents followed by the Administrator and Literacy coach that are responsible who oversees, coordinates, and monitors the implementation of goals and action steps related to inclusive best practices for all SWDs.</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>Administration follows Broward School policy for inclusion in all academic and school activities. The McKay Scholarship and Reassignment are available for school choice to all SWDs.</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>Fully</p>	<p>All SWDs in the mainstream classes participate with the general ed. population and receive services and support, with the exception of language therapy or counseling for 80% or more of the day. The students that are on access points in the SVE room do participate in the Gen Ed for Electives.</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>No Pre-K</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>Expectations and responsibilities are articulated by Administrators to all school personnel in various meeting settings and communication sources for all students including behavioral, health, and safety procedures for SWDs.</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>The administrative and leadership team shares, provides, and monitors resources, which also includes supplemental material to assist in differentiated instruction for all SWDs during PLC by subject and grade level meetings. Time is allocated for instructional planning and support is provided.</p>

<p>9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.</p>	<p>Fully</p>	<p>Administration and leadership team does their best, but does not fully provide information in person first language whether in written or verbal communication. Also, strategies have been shared to reduce disability-related labels in all forms of communication. The use of initials instead of full name and eligibility has been communicated to school personnel. The ESE meeting documents are sent home in both, the parent's native language and English. Also, in ESE meetings, a translator is provided to communicate with the parent in their native language.</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>School Interview Team utilizes questions to assess the applicants' knowledge and feelings towards diversity pertaining to various circumstances, which also includes students with disabilities that aligns with the school/ district's vision.</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>The Broward County Schools transportation policy is followed. Bus arrival and departure procedures, as well as times are monitored by administration and designated personnel at the same location for all students. All students regardless of disability are able to attend trips together. However, students with transportation needs as indicated on their IEP, are provided special circumstances to and from school away from students without disabilities.</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 SWDs are included and have access to participate in academic and non-academic activities as students without disabilities.</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 SWDs are included and are recognized for honors and awards in the same manner and at the same time as those without disabilities. The SVE students are recognized for honors and awards in their classroom.</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>Data is analyzed by administrators, as well as the leadership team to determine and create resources needed for inclusive practices. Scheduled reviews are scheduled to analyze and assess the needs.</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>Electronic or in-person job embedded Professional development for inclusive practices are provided for school based personnel throughout the school year by the District or weekly by the school in order to support new and experienced personnel. Also, PLCs are held once a week to collaborate and share best practices aligned to all learners.</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>The Literacy coach coordinates activities. PLCs meet once a week to collaborate and share best practices aligned to all learners, SSSM model is in place to address behavior concerns. Department heads meet with their departments once per month.</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>Administrators frequently monitor participants in PLCs once a week.</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	Elective teachers have access and meet with ESE teachers on a need basis.
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 and objectives for all SWDs are aligned to the general education standards and ESE teachers are able to articulate it. The instructional goals and learning targets of students with a significant cognitive disability are based on access points.
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 Beginning	All teachers have been oriented to the RTI process and how to input. School personnel meet on Thursdays, one grade level per Thursday. School personnel use a problem solving process to identify appropriate instructional and behavioral interventions. Parents of the students are notified of meeting and requested to attend.
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	Departments use a variety of data collection tools including formative assessments to assess progress and identify resources for instruction. During PLC meetings, teachers develop a common assessment and analyze student outcomes.

<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>The FSAA is administered to all SVE students. Also, Reading and Math programs, observational data are utilized to identify student needs, adjust instruction, and revise behavior plans. The students in the SVE classes are off standards, and are using the ACCESS curriculum.</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>The school has one or more schoolwide programs in place that address the following: -- Formal, academic and social peer support -- Social and community inclusion -- Anti-bullying -- Conflict mediation -- Student problem solving -- Character education -- Self-determination and self-advocacy School counselor(s) are involved in identifying and coordinating schoolwide programs for anti-bullying, peer supports, and any social-emotional learning support.</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>Partially Almost</p>	<p>Some teachers differentiate instruction to allow multiple means of representation, expression and engagement. Support personnel work with SWDs to reteach lessons to meet the unique needs of the students.</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>Support Facilitators push in to the classroom to provide services to SWDs, as well as pull-out. Related services are provided in an ESE setting during electives.</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>There is limited training opportunities for Paraprofessionals. However, they are trained at the school level and consult with teachers regarding SWDs. The ESE Specialist is meeting with them twice a month to review work responsibilities and strategies for providing support to SWDs. The students' FBA/PBIP are reviewed with the paraprofessionals to ensure that the plan is followed and the strategies are provided.</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	Special education teachers are an active member of a curriculum department and meet during PLCs to share information on curriculum and discuss individual student's needs and discuss support/strategies to meet their needs. Special Education teachers participate in some parent conferences.
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	General Education teachers meet with Support Facilitators on an individual basis during their planning hour to collaborate and discuss strategies and practices that improve student learning.
29. Family members of SWD are contributing members of school decision-making groups.	Fully	Family members of SWDs are active members of groups such as the Parent-Teacher Association (PTA), DMS Band Parent Association, and SAC. They coordinate Fall and Spring Festival, Band Activities, Family Nights, the Book Fair, and other school activities.

<p>30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.</p>	<p>Fully</p>	<p>Parents participate in surveys posted to the school website and sent home, also a suggestion box is used to gather input. There is a quarterly parent night for all families on various topics. Parents are informed through the parent link of the schedule of events However, translation in other languages are not always available.</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>Grade level teams send a letter home during the first week of school that gives an outline of what the students will learn and the teachers expectations. During open house, teachers share homework and grading procedures, ideas for how parents can support good study skills, and how to access their child's single sign-on and Pinnacle. Teachers are reminded to keep open communication with parents, as well as the support facilitator. Parents also provide input in the development of their child's IEP.</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>The SIP plan, once finalized, is posted to the school website. It is voted on by SAC and also distributed to school personnel.</p>

<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Fully</p>	<p>ESE Specialists discuss matriculation with other ESE Specialists of feeder schools during the District's ESE Specialist Meeting. Parents are informed of services and support available in annual meetings. Tours and program overview are discussed with parents. Also, transition meetings are organized with the feeder school to make the process smoother for our students and parents. The purpose of this meeting is to become more familiar with the High School procedures and discuss tasks such as navigating the campus, changing classes, electives, schedules, dismissal/arrivals, etc. ESE support facilitators meet with grade level students, when they enter 6th grade and help with transition in any way possible.</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>Schools identify and share individual needs of SWDs, through the flexible scheduling process, as they transition from grade to grade. ESE staff meets with all teachers during pre-planning to distribute IEP information and specific information regarding the student that will promote that child's success. Tours and program overview are discussed with students and parents. Orientation is scheduled for incoming and outgoing students. Also, an SVE open house is scheduled for parents to meet the teachers and learn about the program.</p>

School BPIE Assessment Priority Indicators

DRIFTWOOD MIDDLE 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 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.
- 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 24. There is a school-wide approach for planning and implementing Universal Design for Learning (UDL) across all instructional and non- instructional school contexts.