

School Best Practices for Inclusive Education (BPIE) Assessment

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

CRESTHAVEN ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 0901

Date Meeting Held: 9/9/2025

Initial Information

School Principal: Linda Allen

School Type: Elementary

FIN Trained Meeting Leader/Title: linda Allen, Assistant Principal

Team Members Name/Title:

Linda Allen

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>	<p>Partially Almost</p>	<p>FAST Reading and Math Assessments: 2025 SWD (Students with Disabilities) school grade was 40%. Behavior Data: Office discipline referrals decreased by 1% from 2024 to 2025, showing improvement in behavior supports. Observations/Classroom Walk-throughs: Evidence of increased use of differentiated instruction and accommodations documented in walkthrough feedback.</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>	<p>Partially Beginning</p>	<p>Meeting agendas and notes confirm that school leadership team meetings are taking place regularly.</p> <p>Leadership team rosters demonstrate diverse representation (administration, general education, ESE, and support staff).</p> <p>Current goals are under review and discussed during meetings; however, short-term goals and specific goals aligned to grade-level standards are not yet fully incorporated.</p> <p>Evidence of distribution process (e.g., agendas shared through staff email and available upon request in the front office).</p> <p>Schedule of leadership team meetings shows consistent progress monitoring discussions, though documentation of short-term and grade-level standard goals remains a growth area.</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>Donald E. Lee – Principal (oversees all school operations and ensures implementation of inclusive practices)</p> <p>Linda Allen – Assistant Principal (supports instructional leadership, compliance, and inclusive education efforts)</p> <p>Natasha Campbell – ESE Specialist (coordinates special education services and IEP compliance)</p> <p>Jamie Addeo – Literacy Coach (supports reading instruction and interventions, including for SWD)</p>

Valene Kalloo – Literacy Coach/MTSS Coordinator (supports reading instruction and interventions, including for SWD and supports literacy development and differentiation across grade levels)

Linda O'Connor – Math Coach (supports math instruction, scaffolding, and interventions for diverse learners)

Martha LaCava – ESE Facilitator (collaborates with teachers on accommodations and modifications for students with disabilities and supports teachers in implementing inclusive practices and monitoring IEP goals)

Thomas Short – ESE Facilitator (collaborates with teachers on accommodations and modifications for students with disabilities and supports teachers in implementing inclusive practices and monitoring IEP goals)

Supporting Documentation:

Schedules and communication logs of key staff activities (e.g., coaching cycles, parent meetings, and data chats).

Meeting notes showing collaboration among leadership, instructional coaches, and ESE staff.

Contact information of key personnel provided in staff directory and school website.

<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>Documentation shows the principal submits requests for information to the district office as needed, depending on the situation (e.g., via email or phone communication).</p> <p>Compliance with district requests and reporting requirements is evident through timely responses and follow-up communication.</p> <p>Records are maintained of students with disabilities (SWD) residing in the school zone, with enrollment status monitored in collaboration with the district as appropriate.</p>
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<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>School-level Least Restrictive Environment (LRE) data reflects the percentage of time Students with Disabilities (SWD), disaggregated by exceptionality, spend in age-appropriate and grade-level general education settings.</p> <p>Current data indicates that the majority of SWD are served in the general education classroom for 80% or more of the instructional day, consistent with inclusive practices (aligned to the student's IEP goals)</p> <p>All SWD are included in schoolwide events, extracurricular clubs, and Extended Learning Opportunities (ELO), ensuring equitable access to both academic and non-academic activities.</p> <p>Documentation of participation logs, club rosters, and event sign-ins provide evidence of inclusive opportunities beyond the classroom.</p>
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<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>Fully</p>	<p>Cresthaven Elementary currently operates three Intensive Pre-K classrooms and one Specialized Pre-K classroom serving students with disabilities ages 3–5.</p> <p>All Pre-K students receive related services aligned to their Individualized Education Programs (IEPs), including Occupational Therapy (OT), Physical Therapy (PT), Speech and Language Therapy, Counseling, and services provided by Registered Behavior Technicians (RBTs).</p> <p>Student schedules document the location and frequency of related services, ensuring services are delivered in the least restrictive environment.</p> <p>Teacher lesson plans provide evidence of curriculum adaptations and interventions aligned with the general education early childhood curriculum, supporting access and participation for SWD, which are available to review.</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>Partially Almost</p>	<p>Staff consistently refer to special education teachers and support staff by name and role (e.g., “Mrs. Smith – ESE Specialist”) rather than by exceptionality labels.</p> <p>Documentation of professional development sessions and safety trainings demonstrates that all school personnel are trained in evacuation and safety procedures for SWD, including those with extensive support needs.</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>Partially Almost</p>	<p>The principal allocates resources to ensure all Students with Disabilities (SWD) have equitable access to high-quality instruction and inclusive practices.</p> <p>Assistive technologies, supports, and services (e.g., text-to-speech, alternative formats, counseling, therapy services) are provided and monitored as needed based on individual student needs and IEP requirements. Schedules document regular collaborative planning time for general education teachers, ESE facilitators, and instructional coaches, including monthly team planning sessions.</p> <p>Personnel resources such as reading and math coaches, paraprofessionals, and therapists are strategically aligned to student needs in inclusive classrooms.</p> <p>Evidence of achievement data is reviewed to monitor the impact of resource allocation on SWD performance and access to grade-level curriculum.</p>
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<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>School administrators consistently communicate expectations for the use of person-first language in all written, verbal, and electronic communications.</p> <p>School documents, including the School Improvement Plan, staff handbook, newsletters, and school website, reflect the consistent use of person-first language (e.g., "students with disabilities" rather than "ESE students" or "disabled students").</p> <p>Staff are expected to refer to students by name rather than exceptionality, and administrators monitor communication to ensure adherence.</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 administrators and interview team members incorporate job interview questions that assess an applicant's knowledge, respect, and appreciation for diverse learners and inclusive educational practices.</p> <p>Interview protocols ensure that all applicants, regardless of position, are asked questions relevant to a variety of learning needs and effective inclusive practices.</p> <p>Evidence includes compiled interview questions for teachers, paraprofessionals, coaches, front office staff, cafeteria staff, and other school personnel that reflect these expectations.</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>All SWD have access to bus transportation aligned with school board policy.</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 with Disabilities (SWD) at the school have equitable access to school-sponsored, non-academic, age-appropriate activities.</p> <p>SWD participation includes Extended Learning Opportunities (ELO) and after-school clubs such as Violin, Choir, Girl's Empowerment, 5000 Role Models, Robotics, and Debate Club.</p> <p>Documentation of club rosters, ELO participation logs, and field trip records demonstrates inclusion and active participation of SWD alongside students without disabilities.</p> <p>School administrators monitor opportunities to ensure that all students, regardless of exceptionality, are included in extracurricular and enrichment activities, fostering an inclusive school culture.</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 with Disabilities (SWD), including those on modified curricula, are provided equal opportunities for recognition through honors, awards, and other designations offered by the school.</p> <p>SWD are recognized for honor roll, citizenship awards, academic achievement, attendance awards, and participation in schoolwide programs, consistent with their peers without disabilities.</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 student performance data, classroom observation data, and survey results from staff and families to identify professional learning (PL) and technical assistance (TA) needs related to inclusive practices.</p> <p>Input from IEP teams is used to determine specific areas of support positive behavior supports [PBIS] and differentiated instruction strategies).</p> <p>Administrators conduct regular data reviews at least quarterly with school teams to monitor student outcomes and adjust PL and TA priorities.</p> <p>Evidence of follow-up activities demonstrates that PL and TA are ongoing and responsive to both student performance data and staff professional growth 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 Beginning</p>	<p>The school provides ongoing, job-embedded professional development (PD) opportunities for all school-based personnel, aligned with their specific job roles.</p> <p>Professional development offerings include collaborative planning sessions, technical assistance, and follow-up support to ensure transfer of learning into daily practice.</p> <p>The school’s professional development plan, agendas, and sign-in sheets document participation in inclusive practices training.</p> <p>The master schedule reflects dedicated collaborative planning time for general education teachers, ESE staff, and instructional coaches to support inclusive education.</p>
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<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>Schedules and Agendas</p> <ul style="list-style-type: none"> *Calendar of planned TA sessions, coaching cycles, and PLC meetings. *Agendas and sign-in sheets from technical assistance sessions, coaching visits, and PLC meetings. <p>Coaching and TA Logs</p> <ul style="list-style-type: none"> *In-class coaching logs documenting support in co-teaching models, behavior supports and assistive technologies. *Records of classroom demonstrations of instructional strategies. *Documentation of teacher leader follow-up and feedback provided to individuals and teams. <p>Team Collaboration Evidence</p> <ul style="list-style-type: none"> *PLC minutes and notes showing collaborative problem solving and planning. *Artifacts from team meetings <p>Instructional Artifacts</p> <ul style="list-style-type: none"> *Lesson plans showing curricular accommodations/modifications. *Classroom artifacts demonstrating use of differentiated instruction and technology supports.
<p>17. School administrators ensure that collaborative planning time is used productively and reflected in general and special</p>	<p>Fully</p>	<p>Scheduling Documentation</p>

education staff schedules and instructional plans.

*Master schedule reflecting designated collaborative planning time for general and special education staff.

*Teacher duty assignments showing equitable distribution to allow planning opportunities.

*Released-time schedules (e.g., floating substitutes, duty release logs).

Planning and Collaboration Records

*Agendas, sign-in sheets, and logs from collaborative planning sessions.

*PLC schedules and attendance records.

*Meeting notes showing review of student data, instructional planning, and intervention strategies.

Instructional Artifacts

*Lesson plans co-developed by general and special education staff, with shared instructional roles and responsibilities documented.

*Evidence of aligned instructional planning across departments (e.g., science, English, math, history).

*Documentation of student interventions and progress monitoring discussed during planning.

Professional Development Integration

*Monthly PD day agendas showing collaborative planning opportunities.

*Records of cross-disciplinary meetings

between special education teachers and general education teams.

Monitoring and Feedback

*Administrator walk-through notes from collaborative planning sessions.

*Evidence of instructional adjustments made based on collaborative review of student work/data.

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>	Partially Beginning	<p>Teacher schedules showing designated consultation times between special education facilitators and Specials teachers.</p> <p>Lesson plans from Specials teachers reflecting accommodations, modifications, and strategies for SWD.</p> <p>Evidence of adapted materials (visual supports, modified assessments, alternate tasks, etc.).</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>	Partially Almost	<p>IEP goals and short-term objectives aligned with state standards.</p> <p>Evidence that access points are used for students with the most significant cognitive disabilities.</p> <p>Crosswalk documents showing connection between IEP goals and grade-level standards.</p> <p>Classroom observation or walk-through notes verifying instruction aligned with standards.</p> <p>Student work samples demonstrating modified or scaffolded learning tasks aligned to state standards.</p> <p>Progress monitoring data showing growth toward IEP goals tied to standards.</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>Fully</p>	<p>Written schoolwide MTSS plan outlining tiered supports for academics and behavior.</p> <p>Documentation of MTSS team roles and grade-/subject-level assignments.</p> <p>School improvement plan with MTSS goals and progress indicators.</p> <p>Agendas, sign-in sheets, and materials from MTSS-related PD and TA sessions.</p> <p>Intervention team meeting notes documenting the problem-solving process.</p> <p>Completed Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs).</p> <p>Schoolwide Positive Behavior Plan, including rules adapted to specific settings (classrooms, hallways, cafeteria, playground).</p> <p>Data on office discipline referrals, behavior incidents, and PBIS implementation fidelity.</p> <p>Schedules showing time allocated for MTSS team meetings and staff collaboration.</p>
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<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>Formative Assessment Tools and Data</p> <p>FAST Assessments – universal screening data, benchmark results, and progress monitoring reports used to inform instructional decisions.</p> <p>i-Ready Diagnostics – student-level and class-level diagnostic reports showing instructional gaps, growth, and tiered intervention needs.</p> <p>BA and SAVVAS Assessments – classroom-based formative assessment data aligned with curriculum, demonstrating adjustments to instruction based on student performance.</p> <p>MTSS progress monitoring data for academic and behavioral interventions, disaggregated for SWD and non-SWD.</p> <p>Agendas and notes from grade-level or MTSS team meetings where formative data are analyzed.</p> <p>Records of data chats with teachers to review student progress and determine responses to interventions.</p> <p>Logs of support provided by designated data specialists or MTSS facilitators.</p> <p>Walk-through/observation notes confirming formative assessment practices in classrooms.</p>
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<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>Progress monitoring data (e.g., FAST, i-Ready, curriculum-based assessments) used to track progress toward IEP and learning goals.</p> <p>Behavior data collected through observation tools, ABC charts, or frequency counts, used to revise and monitor behavior intervention plans.</p> <p>Administrator walk-through or observation notes confirming use of formative assessment in decision-making.</p>
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<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>Documentation of Life and Wellness Skills lessons and Resiliency Lessons provided to all students.</p> <p>Counseling group schedules and participation logs (e.g., social skills, conflict resolution, self-advocacy).</p> <p>Records of student involvement in SAVE Promise Club, 5000 Role Models, Girl's Empowerment Club, and other leadership/mentorship programs.</p> <p>Logs of peer mentoring/tutoring activities demonstrating academic and social peer support.</p> <p>Evidence of structured programs for anti-bullying, conflict mediation, and student problem-solving coordinated by school counselor.</p> <p>Posters and activity records from Debate Team, Robotics Club, Choir, Violin Club, and Safety Patrols, showing participation of students with and without disabilities.</p> <p>Documentation of inclusive practices within extracurricular activities (e.g., role assignments, accommodations for SWD).</p> <p>School calendar and agendas highlighting character education lessons, assemblies, and awareness events.</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 Beginning</p>	<p>Lesson plans and unit plans reflecting UDL strategies (e.g., choice boards, flexible grouping, technology integration, scaffolded supports).</p> <p>Classroom observations or walk-through notes showing evidence of UDL practices in action.</p> <p>Student work samples demonstrating learning through multiple modalities.</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>Partially Almost</p>	<p>Schedule of related service providers (e.g., SLP, OT, PT) showing delivery of services.</p> <p>Documentation of service delivery models reflected in the schedule (co-teaching, support facilitation, consultation).</p> <p>Administrator evaluation forms with feedback on collaborative teaching practices.</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>Agendas, sign-in sheets, and materials from ongoing training for paraprofessionals on:</p> <ul style="list-style-type: none"> *Nature of specific disabilities and impact on learning *Communication strategies *Physical, social, and academic supports *Health, safety, and hygiene procedures *Confidentiality requirements <p>Written descriptions of paraprofessional duties and expectations communicated to staff.</p> <p>Handbooks or orientation materials outlining responsibilities in general education and natural contexts.</p> <p>Records of meetings or memos where roles and expectations are reviewed by administrators and teachers.</p> <p>Logs or schedules showing dedicated consultation time with teachers and participation in IEP meetings.</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	<p>Rosters of general education curriculum teams showing inclusion of special education teachers.</p> <p>Attendance logs or sign-in sheets from team meetings.</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.	Partially Almost	<p>Agendas and sign-in sheets from regularly scheduled collaborative planning sessions.</p> <p>Meeting notes documenting discussion of roles, responsibilities, and collaborative teaching structures.</p> <p>Lesson plans reflecting accommodations, modifications, and supports (behavioral, visual, communication) for individual students.</p>
29. Family members of SWD are contributing members of school decision-making groups.	Partially Beginning	<p>Invitations, newsletters, or emails sent to families of SWD encouraging participation in school decision-making groups.</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 Beginning</p>	<p>Suggestion box submissions or online feedback forms from families of students.</p> <p>Customer Service survey results highlighting areas for family learning or support.</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>Partially Beginning</p>	<p>Letters or newsletters sent to families at the beginning of the school year outlining curriculum, homework, grading procedures, and ways families can support learning.</p> <p>Logs of ongoing teacher-family communication via emails, phone calls, or digital platforms.</p> <p>Communication plans or protocols for maintaining regular contact with families of SWD.</p>
<p>32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.</p>	<p>Partially Almost</p>	<p>Copies of presentations or summaries shared with families during open house activities.</p> <p>Administrator presentations or slide decks shared with school personnel during pre-school activities and mid-year updates.</p> <p>Agendas and sign-in sheets from meetings where inclusive practice reports were presented (e.g., staff meetings, open houses, district leadership meetings).</p>

<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Partially Almost</p>	<p>Established written procedures or protocols for grade-to-grade and school-to-school transitions for SWD.</p> <p>Transition meeting agendas, notes, and sign-in sheets documenting collaboration among teachers, families, and service providers.</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>Partially Almost</p>	<p>Written procedures for grade-to-grade, school-to-school, and district-to-district transitions emphasizing LRE placement.</p> <p>Copies of materials shared during orientation (student handbook, visual supports, school procedures).</p> <p>IEP meeting notes and transition plans reflecting collaborative decision-making about placement and supports.</p> <p>Documentation of administrator involvement in ensuring supports follow SWD across transitions.</p> <p>Progress monitoring data shared across schools to inform planning and placement.</p> <p>Communication logs with families ensuring they are informed and involved in the transition process.</p>

School BPIE Assessment Priority Indicators

CRESTHAVEN 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 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.
- 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 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.
- Indicator 29. Family members of SWD are contributing members of school decision-making groups.
- Indicator 30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.