

School Best Practices for Inclusive Education (BPIE) Assessment

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

STEPHEN FOSTER ELEMENTARY SCHL

District Name: Broward

MSID Number: 0921

Date Meeting Held: 9/9/2024

Initial Information

School Principal: RICARDO GRIMALDO

School Type: Elementary

FIN Trained Meeting Leader/Title: Erin McDonough, ESE Liaison

Team Members Name/Title:

Ricky Grimaldo- Principal

Gillian McMullen- Assistant Principal

Erin McDonough- ESE Specialist

Mallory Costa- Instructional Coach

Nidza Cuesta- RTI Support Facilitator

Lisette Torres- Intervention 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>	Fully	<p>6-week cycle of MTSS schedule by grade level with individual targeted scores to determine learning gains as well as analysis of intervention probes to determine effectiveness of the intervention. The intervention team tracks the IEP goals within the Tier 3 intervention, while the classroom teacher tracks the independent functioning goals in the classroom.</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>Class reviews scheduled in a 6-week cycle by grade level. The Collaborative Problem Solving Team meets weekly. Parents are invited to attend in the educational decisions for their child, both academically and behaviorally.</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>Erin McDonough- ESE specialist. Staff roster and school calendar containing IEP meeting dates. Additionally, the school has an intervention team comprised of 2 ESE support facilitators, 2 interventionists, and 2 ELL support facilitators</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>Partially Almost</p>	<p>All support is provided equally for each student based on need, along with opportunities to participate in general education settings and extra curricular activities</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>Partially Almost</p>	<p>Students in the special program are provided opportunities to mainstream based on their daily behavioral data. This begins with intervention groups and then expands into the general education classrooms.</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>PreK team members participate and plan with grade level colleagues through professional learning communities, as well as mainstream specialized students and intensive into specialized.</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>General education teachers share instructional and behavioral responsibilities as well as implement tier 2 and 3 support in both areas.</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>ESE providers plan lessons with grade level teams and participate in grade level professional learning communities. Materials are provided to all educators to implement according to IEP goals.</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 Beginning</p>	<p>Items are translated in home languages however not all items are translated.</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>Partially Beginning</p>	<p>Interviews are generalized and not specific to SWD.</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>Partially Beginning</p>	<p>Bus schedules and rosters are provided to all staff. Staff members and administrators assign support to specific areas to support students who ride the bus. The bus schedules are not timely and many students have not been assigned a bus beginning on the first day of school.</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>Partially Almost</p>	<p>All students in intermediate grade levels are given opportunities to participate in after school clubs, dances, and field trips.</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>Partially Almost</p>	<p>Honor Roll (Grades 3-5) quarterly, Kid of Character (PreK-5) monthly, attendance parties (quarterly), attendance celebration opportunities daily, End of the year awards (PreK-5th), academic fair (3-5) yearly</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>Specific action taken based on classroom observations and teacher survey results</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>Professional learning communities</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 Beginning</p>	<p>In class coaching from instructional coaches, more support needed to develop IEPs with new format of FOCUS</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>Partially Almost</p>	<p>Master schedule revolving around Tier 3 and intervention</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.	Not Yet	Special teachers have access to students' IEPs
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.	Partially Almost	IEPs at a glance are distributed to teachers at the beginning of the school year, along with independent functioning tracking sheets for general classroom teachers and IEP goal tracking sheets for ESE support facilitators.
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	CPST scheduled weekly and on a 6 week rotating schedule by grade level
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.	Partially Almost	ABC charts, frequency charts, reinforcement assessments
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	Follow up notes and progress monitoring on BASIS

<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>Full-time bilingual school social worker Full time school counselor Positive behavior assemblies and rewards Monthly kid of character lessons Morning message Life skills and wellness lessons infused into daily lessons</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>Teachers are given IEPs with accommodations and supplemental aid listed as well as training for paraprofessionals to support students in the classrooms</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>School-wide master schedule Individualized Education Plans Weekly team meetings</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 Beginning</p>	<p>Based on what is offered through the district. More training needed at the school based level</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.	Partially Almost	Curriculum team planning, meetings, and rosters
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	Weekly team meetings and professional learning communities
29. Family members of SWD are contributing members of school decision-making groups.	Partially Almost	Family involvement committee
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Partially Almost	Yearly customer surveys
31. When communicating with families of SWD, all personnel consider family members as a resource and obtain their input in planning and problem solving.	Partially Almost	Classroom communication via ClassDojo, as well as school wide Dojo. Parent/teacher conference and the Collaborative Problem Solving Team
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Partially Beginning	Class reviews through CPST process
33. The school uses a person-centered planning process for SWD.	Not Yet	Matriculation meetings

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).	Partially Almost	Articulation plans/matriculation meetings
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School BPIE Assessment Priority Indicators

STEPHEN FOSTER ELEMENTARY SCHL 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 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.