

School Best Practices for Inclusive Education (BPIE) Assessment

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

PETERS ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 0931

Date Meeting Held: 9/24/2025

Initial Information

School Principal: ERIC MILLER

School Type: Elementary

FIN Trained Meeting Leader/Title: Tiffany Harden, ESE Liaison

Team Members Name/Title:

Dr. Eric Miller, Principal, Carol King-Roberts, Assistant Principal, Tiffany Harden, ESE Specialist, Chellany Clarke, Literacy Coach, Sheila Valies-Joseph, Science Coach, Annette Young, MTSS Coordinator, LaShawn Settles, School Guidance Counselor

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>The school leadership team and classroom Teachers 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. Data measures are FAST Assessment Data, iReady and iXL Progress Monitoring Data, and unit assessments.</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>Conduct monthly grade level meetings to discuss short- and long-term support for ESE students. Institute progress monitoring testing calendar/create a classroom environment that is ideal for testing. Support staff will conduct daily classroom walk throughs to ensure that inclusive educational practices are taking place. ESSER teacher will provide weekly/monthly data regarding ESE students to MTSS/RTI team.</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>ESE Specialist participates in team planning, newsletter, and PLCs.</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>	Fully	<p>Documented emails from Principal and Assistance Principal requesting on-campus support with SWD and DHH special programs curriculum resources.</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>Students with disabilities IEP LRE placement documentation.</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>Instructional Teacher schedules, team planning, ESE facilitation push-in model, and PLCs.</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>School administrators and Literacy Coach facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD, and monitor all achievement data (iReady Diagnostic and Performance Matters Assessments).</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>All school documents and digital correspondence.</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>Predetermined interview questions are used for various positions at the school as applicable to the position.</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>School administrators and ESE Specialist advocate for all SWD to be transported to and from school and community-based activities with students without disabilities attending the same school via the STEER report.</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 SWD have the same opportunities as students without disabilities to participate in all school-sponsored, non-academic, age-appropriate activities, clubs, field trips, and school plays. Club activity and field trip forms are utilized for tracking SWD participation.</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>Quarterly award ceremonies promoted through weekly emails, monthly newsletters, and on the school website.</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>Specifically designed Professional development opportunities shared regularly with all instructional staff including ESE Facilitators.</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>The above indicator outlined in the school's professional development plan. Current ESE Facilitation for intermediate grades utilizing the "push-in" model.</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 Almost</p>	<p>Utilizing data collected from various needs based assessment instruments.</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>Weekly team meeting Teacher planning schedules. Specific Teacher planning day agendas, schedules, and topic based rotations.</p>
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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	In class Specials Teachers supports including ESE folders with identified SWD.
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	Utilization of the Broward County Public Schools District based Instructional Focus Calendar, walk-through data collections, and quarterly progress monitoring data.
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	An MTSS and problem-solving process is consistently used by school personnel every Wednesday to ensure progress in the general education curriculum, across all grades and settings, for all students with and without disabilities. MTSS minutes are utilized to monitor the process.
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	Weekly MTSS minutes taken with present level data presented during response to intervention meetings.
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.	Fully	Weekly IEP goal data tracking and documentation utilized to guide formative assessment in the self contained special programs classes and with the general education ESE Facilitators.

<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>Settles-SEL staff</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>All Instructional personnel implementing the UDL principles within the weekly lesson plans inclusive of the prek special programs teams.</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>ESE SWD IEP data driven goals and objectives, ESE Specialist classroom walkthroughs, and IEP general education Teacher checklist data.</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>Paraprofessional classroom data collection and collaborative lesson planning with Special Programs Teacher.</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	Weekly curriculum team meetings inclusive of the general education and special programs Teachers with support staff attendance.
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 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. Supporting evidence monitored through team planning lesson plans.
29. Family members of SWD are contributing members of school decision-making groups.	Fully	School Advisory Council Parent invites via electronic communication and open house events.
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	Documented school communication provided in English and native language to speakers of other languages. Parent communications also provided through an American Sign-Language Interpreter for deaf and hard of hearing Parents.
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	Documented Parent-Teacher correspondence in FOCUS utilizing Parent conference forms.

<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>Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually. The annual summary report reviewed at the SAC meeting.</p>
<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Fully</p>	<p>Implementation of policies and procedures for transition at annual IEP meetings of transitioning students. District transitioning SWD resources shared at IEP meetings of transitioning students. IEP goals reflective of pending SWD transitioning environment.</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>State policies and procedures implemented through supports and structures for the educational and transition teams to communicate. As well as planned postschool opportunities between Peters and the receiving schools.</p>

School BPIE Assessment Priority Indicators

PETERS 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 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.
- Indicator 14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.
- Indicator 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.
- Indicator 17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.
- Indicator 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.