

# **School Best Practices for Inclusive Education (BPIE) Assessment**

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

**WILLIAM DANDY MIDDLE SCHOOL**

**District Name: Broward**

**MSID Number: 1071**

**Date Meeting Held: 9/30/2025**

# Initial Information

**School Principal:** Nichelle Williams

**School Type:** Middle/Junior

**FIN Trained Meeting Leader/Title:** Lashonne McIntyre-Oliver, ESE Liaison

**Team Members Name/Title:**

Raphine Rachels-Support Staff

## 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>Fully</p>	<p>School analyzes data of all SWD to identify current barriers and practices for the provision of educational services in general education classes and natural contexts.</p> <p>- Data are collected, analyzed and shared with all teachers regarding student achievement of SWD in general education and natural contexts. Data chats are conducted with students to create strong accountability and high expectations while reviewing:</p> <p>FAST Assessments            FLDOE Assessment review            iReady            DAR            CMAT            Briggance            FSAA</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>Fully</p>	<p>-Once every 3 years, the school completes a school BPIE assessment and reports the results of all planned short and long term goals:  Long Term Goal: By June 2026, SWD will increase proficiency in ELA by 14% and in Math by 8%.  Short term goals are assessed in the midterm of the school year.  MTSS: Meet on Wednesdays 10:00 to 11:00am  Reports that are reviewed: FAST, Progress Monitoring Plans, IEPs and Progress Reports.</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>Partially Almost</p>	<p>Ayanna Whitworth-Barner - AP over ESE  Lashonne McIntyre-Oliver - ESE Specialist, facilitate MTSS and RTI meetings. RTI/ MTSS meetings scheduled for each Wednesday from 10am to 11am. (Uploads include MTSS meeting agenda and sign in sheets)  ESE Support Facilitators attends collaborative meetings to oversee and monitor the implementation of the best practices for inclusive education for SWD</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>The school has a diverse student population that reflects the full range of students who live in the area and school zone, including those with the most significant cognitive disabilities. The school is equipped to provide educational services to all students. Quarterly Professional Development Bi-quarterly Data chat reviews regarding ESE student achievement progress Monthly curriculum leadership meetings that focus on ESE student achievement Master schedule with courses to support ESE (VE) students and Learning Strategies courses.</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>SWD are included in all classes, databases, events, discussion and collaborative planning sessions. The WDMS Data Dashboard that allows for disaggregated details and supports for SWD students.</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>Partially Almost</p>	<p>Administrators provide written rationale and other resources. Administrators review staff schedules to ensure all personnel have opportunities to support students with and without disabilities. Interviews, teacher schedules, professional development matrix for school-wide support for teaching and accommodating students with disabilities.</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>A collaborative time for instructional planning. Allocation of personnel aligned with in-class support needs of students, for example, math coach, paraprofessional, teacher assistants. FSAA tools</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>All communication is expected to be vetted by Admin.</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 members assess applicants responses to ensure a willingness to implement inclusive educational practices, such as collaborative planning, and teaching and differentiating instruction. School interview team members include job interview items for instructional and non-instructional staff that assesses knowledge and beliefs of inclusive educational practices.</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 bus arrivals and departures occur at the same time and location for students with disabilities. There are designated bus monitors in our school who are responsible for overseeing but procedures and identifying potential problems.</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>Athletic coaches include students with disabilities in the same activities as those without.</p> <p>Club sponsors show a commitment to including all students</p> <p>All SWD have access to all school facilities and non-academic activities</p> <p>SWD participated in class field trips with same age peers without disabilities. Same age peers provide natural supports to SWD as appropriate to facilitate social interactions during school sponsored activities.</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 SWD are recognized for all honors and awards in the same manner and at the same time as those 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>Fully</p>	<p>Administrators obtain input from IEP teams to identify specific PD and TA for example Positive Behavior Interventions and supports.</p> <p>Administrators analyzes data from classroom observations.</p> <p>Regular reviews of students learning and owning data is documented and calendared in effort to determine ongoing PD 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>Differentiated instruction Assistive technology</p> <p>Communication supports (ACC)</p> <p>School leaders provide a published schedule of PD opportunities, made available throughout the school year, for all school personnel.</p> <p>Administrators provide ongoing support for new personnel who are hired after the beginning of the school year.</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>Teacher leaders / CLT are identified to provide ongoing follow-up coaching and feedback to teachers and teams, Inclusive scheduling Development of professional learning communities (PLCs) Team problem solving.</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>the master scheduler reflects collaborative planning time for collaborative teaching teams.</p> <p>Administrators provide structures for release time for planning.</p> <p>Agendas and logs from collaborative planning sessions are available for administrators to review.</p> <p>There is evidence that lesson plans are developed collaboratively and include shared roles for instruction and assessments.</p> <p>There is an official PLC calendar for the entire school year.</p>
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## 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 Almost	<p>ESE Specialist makes herself available to observe and support teachers and students during classes and discuss accommodations, modifications, and other appropriate supports for students.</p> <p>The ESE teachers provide monthly updates with specific student information, instructional strategies, interventions, and goals derived from useful research based materials.</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>	Fully	<p>The instructional goals and learning targets of students with the most significant cognitive disabilities are based on access points.</p> <p>Teachers modify learning goals and instruction for students with the most significant cognitive disability using the same or similar age appropriate materials as those used by students without disabilities.</p> <p>IEP goals and objectives for all SWD are aligned to the state 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>PD and TA activities for implementing MTSS evaluation School personnel use a problem solving process to identify appropriate instructional and behavioral interventions.</p> <p>MTSS functional behavior assessments FBA and PBIS plans</p> <p>An FBA process is used to identify triggers and replacement behaviors for any student that needs additional supports.</p> <p>School rules are translated into specific applications for classroom, hallways and other school spaces as our school wide PBIS rules.</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>Partially Almost</p>	<p>Gen. Ed teachers collaborate with special ed teachers and other related school personnel to use a variety of data collection processes to continuously assess progress of SWD in Gen Ed contexts.</p> <p>All SWD have access to the same multi-tiered intervention as those without disabilities.</p> <p>Most teachers use formative assessment data to adjust instruction, revise teaching strategies and redirect behaviors with plans that determine individual student responses to interventions in Gen Ed and all other settings.</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>Partially Almost</p>	<p>Special Ed teachers use formative assessments to identify student needs, adjust instruction, revise behavior plans and identify opportunities for learning in Gen ed.</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>Partially Almost</p>	<p>School Guidance is increasing involvement in identifying and coordinating school-wide programs.</p> <p>Current programs are in place school-wide to address conflict mediation, student problem solving and antibullying disability awareness and peer supports.</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 expected to allow students to respond orally on assessments when needed.</p> <p>Teachers tier assignments and assessments.</p> <p>Teachers involve students with disabilities by regularly using instructional strategies that support more complex thinking rather lowering DOK level of curriculum and questioning.</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>Admin. and teachers can articulate different ways to deliver special education services in general education settings.</p> <p>The school master scheduler reflects a variety of services delivery models, including co-teaching, support facilitators, teaching assistants, small group and consultation (IEPs).</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>The roles and responsibilities of paraprofessionals are clearly outlined and communicated by ESE Specialist and administrators as well as teachers.</p> <p>Para-professionals receive ongoing training relative to their students needs.</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	<p>Special Ed teachers are not pulled from regularly scheduled classroom schedules to attend meetings.</p> <p>Special Ed and Gen Ed teachers meet together to share information on curriculum and individual student needs.</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	Teachers determine appropriate accommodations and other supports, in conjunction with Admn. ESE Specialist, Guidance and parent.
29. Family members of SWD are contributing members of school decision-making groups.	Fully	<p>School admin actively recruit families of SWD to participate in school decision such as SAC</p> <p>Family members of SWD are active members of groups such as PTA and other Title I parent engagement events.</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 Almost</p>	<p>Data are gathered from families via the Customer Service Survey, Title I Survey, SAC meetings, questionnaires and conferences.</p> <p>Information and strategies regarding how to support students with homework, tutoring, extra-curricular, test prep and IEP development opportunities are provided.</p> <p>Schedule of ongoing learning and parent education opportunities occur throughout the school year.</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>Families receive support and resources to implement behavior supports and plans for on and on campus affairs.</p> <p>Teachers maintain ongoing communication with families via FOCUS and phone, in-person to support students and plans.</p> <p>Teachers obtain family input on creating student plans, supports and interventions.</p> <p>Additional structures are in place for educators and families to share information on the progress 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>School administrators are responsible for providing a report to other administrators during district meetings.</p>

<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Partially Almost</p>	<p>There is an establish process and protocol for facilitating a smooth transition for SWD from grade to grad and school to school (Title I)</p> <p>SWD have several opportunities to learn and practice skills associated with self-determination.</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>The school coordinates an orientation for students entering Middle school and leaving High school, providing information, schedules, tours, and documents to assist with a smooth transition.</p> <p>Admin proactively ensures supports encompass the needs of all SWD through the transition phases.</p>

# School BPIE Assessment Priority Indicators

WILLIAM DANDY 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 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.
- Indicator 17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.