

School Best Practices for Inclusive Education (BPIE) Assessment

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

COOPER CITY ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 1211

Date Meeting Held: 9/17/2024

Initial Information

School Principal: TERESITA MIRANDA

School Type: Elementary

FIN Trained Meeting Leader/Title: Rojenna Pretzfeld, ESE Liaison

Team Members Name/Title:

Teresita Miranda, Principal

Victoria Kornhauser, Assistant Principal

Rojenna Pretzfeld, ESE Specialist

Kimberly Serota, Literacy Coach

Erik Gonzalez, General Ed. Parent

Caroline Darcy, ESE Support Facilitator

Stacy Seedman, ESE Parent

Ericka Gerity, School Counselor

Domain I: Leadership and Decision Making

Indicator	Implementation Status	Data Sources/Supporting Evidence
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.	Fully	-data chats -district and school assessments -RTI data
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. *It is recommended that the team table and return to this indicator after the entire BPIE assessment has been completed.	Fully	-participation in schoolwide activities for SWDs -inclusive specials -inclusive lunch and recess -collaborative processes with general education and special education teachers.
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	-ESE specialist -Autism Coach
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.	Fully	-ESE Specialist and Administrators ensure that all students with disabilities have the same opportunities for community exploration and field trips
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.	Partially Almost	Flexible scheduling Use of LRE, for some students that is an all-day special program (ASD cluster students)

<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>Data Chats & Teacher Schedules</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>	<ul style="list-style-type: none"> - accessible materials are equally provided for ESE teachers and general education teachers - textbooks and a variety of resources are provided for teachers - instructional planning time provided for ESE teachers and general education teachers
<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 provides weekly newsletter Website</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>Interview questions for ESE specialist and paraprofessionals specifically addressed inclusion</p> <ul style="list-style-type: none"> - How would you help ensure inclusion in the general education setting?
<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>	<ul style="list-style-type: none"> - All bus arrivals and departures occur at the same time for students with and without disabilities. - Students with disabilities receive appropriate accommodations, as documented in their IEPs

<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>	<ul style="list-style-type: none"> - ESE specialist monitors progress of students in non-academic activities - ESE parent interview strongly indicated inclusion for field trips
<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>	<ul style="list-style-type: none"> - Early elementary awards are honored fairly -The life skill awards and "on a roll" has been added since the last BPIE assessment. The updated awards reflect ESE student progress.
<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>	<ul style="list-style-type: none"> - self-growth assessment - regularly scheduled data chats - PDs aligned to the needs of staff
<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>	<ul style="list-style-type: none"> - curricular accommodations and accommodations in the general education classes - all teachers have taken 20 hours of ESE courses through the State.
<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>	<ul style="list-style-type: none"> - autism coach provides in-class training - administration provides flexible scheduling - instructional technology is used in the classroom
<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>	<ul style="list-style-type: none"> - ESE specialist and ESE teacher and team leaders collaborate with administration on master schedule - Agendas and logs from team leader meetings

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	<ul style="list-style-type: none"> - ESE Specialist schedules time for consultations with teachers - ESE Teacher has scheduled time for collaboration with teachers
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	<ul style="list-style-type: none"> Ongoing progress monitoring and data collection by ESE teachers -Documented between general education teachers, ESE teachers, and ESE Specialist; regarding student progress -Autism cluster teachers communicate data with the ESE specialist to monitor progress
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	<ul style="list-style-type: none"> -PD activities evidencing tiered support -documented MTSS meetings, Quarterly with the CPST -administration allocates resources for schoolwide MTSS support
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	Sample assessments, classroom data, behavior plans and showing adjustments in instruction.

<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>	<ul style="list-style-type: none"> -assessments built into research based program -Individualized behavioral intervention programs evidenced within student Files -MTSS meeting Minutes and sample assessments can be provided
<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>School counselors facilitate the following programs: "Hello" program -Anti-Bullying Week -Character Education</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>	<ul style="list-style-type: none"> -visual schedules have been provided by each Teacher, on their Classroom door - differentiated instruction is evidenced by Additional support for assistive technology
<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>	<ul style="list-style-type: none"> - small group delivery model -scheduled Collaboration in ESE teachers lesson plans - staff has been added to meet the needs of all ESE students - service providers have open access to support the ESE students
<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 Almost</p>	<p>Paraprofessionals have been scheduled to attend PD's for supporting students with disabilities</p> <ul style="list-style-type: none"> - Administration periodically reviews roles and responsibilities with paraprofessionals - Autism coach schedules district trainings and individually coaches paraprofessionals

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	All ESE teachers are included in PLC's with general education teachers -ESE teachers attend weekly team meetings -Lead ESE teacher and ESE Specialist attend team leader meetings
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 with the ESE Facilitator - the support Facilitators lesson plans and schedule allocates time for Collaboration -ESE Teacher and Specialist work with General education teachers to determine appropriate grading, according to accommodations
29. Family members of SWD are contributing members of school decision-making groups.	Fully	-SAC Committee -PTA
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	- School newsletter -Family Nights -ASD Family Meet & Greet within open house - Parent links(weekly) -Partners with CARD - Community walk for SWD's

<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>	<ul style="list-style-type: none"> -interest inventories are sent home and returned to the Teacher - home notes are used a communication tool between Teacher and Parent -weekly Parent reports -school improvement reports
<p>32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.</p>	<p>Fully</p>	<ul style="list-style-type: none"> -administration provides progress to the district towards implementing and improving inclusive practices -annual summary of BPIE priority indicators -SIP review at SAC meetings
<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Fully</p>	<ul style="list-style-type: none"> -Meetings were held before the year to help transition students from preschool to the cluster -We are in the first year of implementing our new Autism clusters- - implementation is in progress -For 5th grade, matriculation meetings were held with the middle school ESE Specialist
<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>	<ul style="list-style-type: none"> -Matriculation meetings are held and middle school staff/ ESE Specialist are invited -the support Facilitator has a Spreadsheet that ensures Vertical sharing from school to school -RTI meetings with staff and parents are conducted on a regular basis

School BPIE Assessment Priority Indicators

COOPER CITY 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 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 13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.
- 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.