

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

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

**COCONUT CREEK ELEMENTARY SCHL**

**District Name: Broward**

**MSID Number: 1421**

**Date Meeting Held: 6/4/2025**

# Initial Information

**School Principal:** Hennesey Barbara

**School Type:** Elementary

**FIN Trained Meeting Leader/Title:** Barbara Hennessey, ESE Liaison

**Team Members Name/Title:**

Barbara Hennessey- ESE Specialist

Mahailia Smith- Autism Coach

Brian Kenney- SAC Chair

Laura Taliaferro- School Counselor

Stephanie Futscher- Assistant Principal

## 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>	Partially Almost	<ul style="list-style-type: none"> <li>-data chat schedule</li> <li>-assessment and alternate assessment data</li> <li>-behavior data</li> <li>-classroom walkthrough data</li> </ul>
<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	<ul style="list-style-type: none"> <li>- BPIE every 3 years</li> <li>-leadership team meets to analyze data</li> <li>-Family input on inclusive practices is gathered in a variety of ways</li> </ul>
<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	<ul style="list-style-type: none"> <li>-IEP meeting schedule</li> <li>-RTI meeting schedule</li> <li>-staff handbook</li> <li>-staff roster</li> </ul>
<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	<ul style="list-style-type: none"> <li>- Roster of SWD in school zone who are not attending the school</li> <li>- The school is equipped to provide educational services to all students.</li> <li>- The school has a diverse student population that reflects the full range of students who live in the neighborhood school zone, including those with significant disabilities.</li> <li>- number of students attending CCE on a reassignment.</li> </ul>

<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>	<ul style="list-style-type: none"> <li>- Student schedule</li> <li>- ESE Support Facilitator Schedule</li> </ul>
<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>	<ul style="list-style-type: none"> <li>- General and special education teachers are expected to share instructional and behavioral support responsibilities for SWDs in each classroom and other school settings</li> <li>- Administrators review staff schedules to ensure all personnel have opportunities to support students with and without disabilities.</li> </ul>
<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>	<ul style="list-style-type: none"> <li>- School administrators obtain and allocate resources (e.g., personnel and materials) to implement effective inclusive practices.</li> <li>- School administrators provide and monitor the use of resources across all school teams</li> </ul>

<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>	<ul style="list-style-type: none"> <li>- Administrators provide all school personnel with ongoing information and resources on person first language.</li> <li>- Administrators provide guidelines on the use of person first language in all written, electronic and verbal communication.</li> <li>- Administrators provide strategies to eliminate the use of disability-related labels in all written, electronic and verbal communication.</li> </ul>
<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 Almost</p>	<ul style="list-style-type: none"> <li>- School interview team members include job interview questions for instructional staff that assess knowledge and beliefs of inclusive educational practices</li> <li>- Interview questions</li> <li>- interview team</li> <li>- Interview protocols include questions related to a variety of learning needs for potential applicants</li> </ul>
<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"> <li>- All bus arrivals and departures occur at the same time and location for students with and without disabilities.</li> <li>- There are designated bus monitors in each school who are responsible for overseeing bus procedures and identifying potential problems.</li> <li>- Students with and without disabilities attend field trips, community-based career or vocational instruction and school-sponsored trips together.</li> <li>- SWD do not arrive late and leave school early based upon the bus schedule.</li> <li>- Bus schedule</li> <li>- Bus roster</li> </ul>

<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"> <li>-inclusive only field trip opportunities</li> <li>-inclusive only After-school clubs</li> <li>-inclusive only specials</li> <li>--inclusive only recess</li> <li>-inclusive only Family Nights</li> </ul>
<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>	<ul style="list-style-type: none"> <li>- All SWD, including those who are working on a modified curriculum, are included in honors and awards programs</li> <li>- All SWD are recognized for honors and awards in the same manner and at the same time as those without disabilities.</li> <li>- Guidelines for honor roll</li> <li>- Honor roll list</li> </ul>
<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"> <li>- Administrators analyze student performance data, staff and family needs assessments/ surveys</li> <li>- Administrators analyze data from classroom observations / classroom walk throughs</li> <li>- Administrators obtain input from IEP teams to identify specific PL and TA</li> </ul>
<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>	<ul style="list-style-type: none"> <li>- Administrators identify collaborative teams, including general and special education staff, to participate in all PL related to effective inclusive practices.</li> <li>- PL is provided through existing school structures, such as PLCs, faculty book studies, collaborative team planning, lesson study, peer coaching and critical friends groups.</li> <li>- Administrators provide ongoing support for new personnel who are hired after the beginning of the school year.</li> </ul>

<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>	<ul style="list-style-type: none"> <li>- A key person at the school coordinates activities related to needs assessments and TA for individual staff and collaborative teams.</li> <li>- School leaders facilitate the provision of technical assistance for individual staff and collaborative teams as determined through PD and needs assessments</li> </ul>
<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"> <li>- The school master schedule reflects collaborative planning time for collaborative teaching teams</li> <li>- Administrators ensure that teacher duty assignments are distributed across all staff, allowing time for collaborative teachers to plan.</li> <li>- Master Schedule</li> <li>- PLC Schedule</li> <li>- PLC minutes</li> </ul>

## 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"> <li>- ESE teachers and support services personnel solicit feedback from specials or electives teachers to determine the effectiveness of instructional accommodations or modifications.</li> <li>-The ESE teachers provide monthly updates with specific student information, instructional strategies and/or useful articles to teachers.</li> <li>- Specials Teacher schedules</li> <li>- Lesson plans</li> <li>- Agendas and notes from Collaborative teaching Sessions</li> </ul>
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"> <li>- IEP goals and objectives for all SWD are aligned to the state standards.</li> <li>- General and special education teachers can articulate what all students need to know, understand and be able to do in relation to the state standards.</li> </ul>
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.	Partially Almost	<ul style="list-style-type: none"> <li>- School personnel use a problemsolving process to identify appropriate instructional and behavioral interventions.</li> <li>- There is a schoolwide plan to provide school personnel with ongoing PD and TA on the implementation of an MTSS framework.</li> <li>- minutes of MTSS meetings</li> <li>- schoolwide PBIS plans</li> </ul>

<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>	<ul style="list-style-type: none"> <li>- General education teachers collaborate with special education teachers, and other related services personnel, to use a variety of data collection tools and processes to continuously assess progress of SWD in general education classrooms and natural contexts.</li> <li>- Instructional personnel consider SWD as general education students first and use data-driven decision making to identify supports needed for SWD to make progress in general education and natural contexts.</li> </ul>
<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"> <li>- Special education teachers use formative assessment to identify student needs, adjust instruction, revise behavior plans and identify opportunities for learning in general education and natural contexts.</li> <li>- Teachers of students in self-contained and resource settings use formative assessment data to increase time SWD receive instruction in general education classes, such as observational data to identify effective behavior supports for learning in the general education classroom.</li> <li>- Teachers of students in self-contained and resource settings use formative assessment data to increase time SWD receive instruction in natural contexts, such as lunchroom, media center and school store.</li> </ul>
<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>	<ul style="list-style-type: none"> <li>- Teachers include team-building and class- building structures to create and support positive interactions among students with and without disabilities</li> <li>- SOAR expectations</li> </ul>

<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"> <li>- Teachers plan instruction to allow multiple means of representation, and engagement.</li> <li>- Lessons are presented in visual and oral formats.</li> <li>- Teachers involve students with disabilities by regularly using instructional strategies that support more complex thinking rather than watering down the curriculum.</li> </ul>
<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"> <li>- Administrators and teachers can articulate different ways to deliver special education services in general education settings.</li> <li>- When developing the school's master schedule, SWD are scheduled first.</li> <li>- The school master schedule reflects a variety of service delivery models used across the school, including coteaching, support facilitation and consultation.</li> </ul>
<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>	<ul style="list-style-type: none"> <li>- Paraprofessionals receive ongoing training on topics relative to their work responsibilities</li> <li>- The roles and responsibilities of paraprofessionals are clearly outlined and communicated by administrators and teachers</li> <li>- Paraprofessionals can clearly articulate the learning, communication and behavioral support needs of the SWD they serve</li> </ul>

### 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	<ul style="list-style-type: none"> <li>- An elementary school special education teacher is an active member of all grade levels.</li> <li>- Special education teachers collaborate with general education teachers to share and implement instructional decisions made by the team.</li> <li>- Special and general education teachers meet regularly to share information on curriculum and individual student support needs.</li> </ul>
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	<ul style="list-style-type: none"> <li>- When planning, teachers consider the application of specially designed instruction, UDL and DI as part of every lesson.</li> <li>- Teachers determine appropriate accommodations and other supports (e.g., behavior, visual and communication) for individual students.</li> </ul>
29. Family members of SWD are contributing members of school decision-making groups.	Partially Almost	<ul style="list-style-type: none"> <li>- School administrators actively recruit family members of SWD to participate in school decision-making groups, including the School Advisory Council.</li> <li>- Family members of SWD participate in school decision-making based upon annual measurable outcome data for students with and without disabilities.</li> <li>- SAC meetings</li> </ul>

<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>	<ul style="list-style-type: none"> <li>- Data are gathered from families via surveys, interviews, etc.</li> <li>- Learning opportunities and resources are identified and provided to families based on family surveys or interviews, school climate surveys, IEP goals and student data.</li> <li>- Schedule of ongoing learning opportunities is provided to all families via newsletter, website, emails, etc.</li> <li>- class dojo</li> </ul>
<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 Almost</p>	<ul style="list-style-type: none"> <li>- Families receive support and resources, such as checklists or point systems, to implement behavior support plans at home and in the community.</li> <li>- Teachers maintain ongoing communication with families to ensure support plans are consistent from school to home and community.</li> <li>- Teachers obtain family input on creating a student profile for a student with significant behavioral support needs (e.g., interventions that have worked at home or in other settings).</li> </ul>
<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>	<ul style="list-style-type: none"> <li>- The school administrator provides a report to families as part of school open house activities.</li> </ul>
<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Partially Almost</p>	<ul style="list-style-type: none"> <li>- There is an established protocol for facilitating a smooth transition for SWD from grade to grade and school to school.</li> <li>- SWD have opportunities to learn and practice skills associated with self-determination.</li> </ul>

<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>	<ul style="list-style-type: none"> <li>- Supports are in place and are passed seamlessly between sending and receiving parties.</li> <li>- Administrators proactively ensure that supports follow all SWD as they transition from grade to grade, school to school and district to district.</li> <li>- Schools identify and share individual needs of SWD, through the inclusive scheduling process, as they transition from grade to grade.</li> </ul>
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# School BPIE Assessment Priority Indicators

COCONUT CREEK 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 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.
- Indicator 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.
- Indicator 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.