

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

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

**VILLAGE ELEMENTARY SCHOOL**

**District Name: Broward**

**MSID Number: 1621**

**Date Meeting Held: 9/16/2024**

# Initial Information

**School Principal:** WANDA HAYNES

**School Type:** Elementary

**FIN Trained Meeting Leader/Title:** Shena McNair, ESE Liaison

**Team Members Name/Title:**

Wanda E. Haynes, Principal

Tyree Starks, Assistant Principal

Shena McNair, ESE Specialist

Rebecca Fleming, School Counselor

Nicole Coutain, Literacy Coach

Sonia Harvey Spence, Math Coach

Jaqueline Burke, Primary Resource Teacher

Alison Coutain, Resource Teacher

Ashley Smith, ASD 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>Classroom teachers and administrators meet quarterly to analyze data concerning student achievement and progress on goals during data chats.</p> <p>District and school assessments.</p> <p>State assessment data.</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>Once every 3 years, the school completes a School BPIE assessment and reports the results of all planned-short-and-long-term improvement efforts to the district.</p> <p>School Leadership meetings are monthly.</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>Our School Inclusion Champion, Ms. Shena McNair, is responsible for oversight of goals and action steps related to inclusive practices.</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>The school has a diverse student population that reflects the full range of students who live in the neighborhood school zone, including those with the most significant disabilities.</p> <p>Our school now has an ASD Special Program and Intensive Pre- K classes.</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>All teachers ensure that every student feels welcome and achieves to his or her potential in general education classes and other natural contexts.</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>Students with disabilities in Pre K, receive related services with General Ed students weekly.</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>To ensure that all personnel responsible for and understand the needs of our SWDs by holding an annual ESE Data Chat with Specials teachers, office staff, and cafeteria staff.</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>Teachers and leadership team meet monthly for planning.</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>We have person first display boards in the main mall area of our campus.</p> <p>We also provided all teachers and staff with a personal copy and one to display in their classrooms.</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 Almost</p>	<p>During most classroom teacher interviews, the ESE Specialist is present with both the Literacy and Math Coach are present. Each asks question pertaining to their respective fields during a job interview.</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>Our Bus Liaison, ESE Specialist, and Assistant Principal overseeing all bus procedures and help in identifying potential problems. Our students with and without disabilities attend field trips and school-sponsored trips together.</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>School personnel have created opportunities for students without disabilities to socialize with SWD in non-academic contexts, in our Best Buddies Club.</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>Our students participate in grade level quarterly award ceremonies.</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>Data chats are held three times a year with teachers and administration to disaggregate student data.</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>School administrators provide Professional Learning opportunities through PLCS and Common Planning Days for each grade level.</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>Our Literacy Coach, Math Coach, and 2 Resource Teachers provide ongoing follow up, coaching, and feedback to teachers.</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>Two days a month are scheduled for Collaborative Planning with grade level teams that allow them to plan and discuss grade-level or subject-area concerns related to curriculum and student interventions. Our ESE teachers have been assigned a grade level according to the grade level they teach with the most students.</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.	Partially Almost	The ESE Specialist met with Special area teachers at the beginning of the year and identified the SWDs in all classes and provided strategies that can be used in their individual subject areas.
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 Beginning	We don't currently have any students off standards. Our teachers are beginning to 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. New teachers are receiving training in teaching to the standards.
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	Two students currently have an FBA, that is being used across campus. MTSS Meetings are being held by grade level to determine if students will continue to receive Tiered 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.	Partially Almost	Two teachers are currently collecting behavioral data to write a FBA for the students.

<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 Beginning</p>	<p>We are in the beginning stages of moving students from our Special Program classes to more inclusion time within our general education classes. We currently have one student in our ASD Special Program that is 60/40 in General Education.</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>Our School Counselor provides small group session on bullying, conflict resolution, and character education. The school honors a Kid of Character from each class that displays good character traits within the school.</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>All classes Grades 1-5 have one to on computers.</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>Administrators note and provide feedback on collaborative teaching structures as part of the teacher evaluation system to teachers in Grades 2-5 that are using the Co-Teaching model.</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 Almost</p>	<p>The roles and responsibilities of our paraprofessionals were clearly outlined and communicated by administrators and the Leadership Team at the beginning of the school year.</p> <p>Weekly logs are completed to document and monitor the activities of paraprofessionals to evaluate the effectiveness of supports provided to SWD.</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	A special education teacher is an active member of the each grade level team.
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	Coaches and teachers determine appropriate accommodations and other supports for individual students during weekly conferencing.
29. Family members of SWD are contributing members of school decision-making groups.	Partially Beginning	Parents of SWDs are active members of the School Advisory Council.  We are currently reorganizing our school's PTA.
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Partially Almost	Data is gathered from parents and other stakeholders through 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	Educators and families share ongoing information about the progress of SWDs using daily home notes and .
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Partially Beginning	The school administrator provided a report to families as part of school open house activities about activities completed with our Best Buddies program last year.

<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Partially Beginning</p>	<p>Working to establish protocols and procedures for facilitating a smooth transition for SWD from grade to grade and school to school.</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>In the spring, the school coordinated an orientation for students moving from elementary to middle school.</p>

# School BPIE Assessment Priority Indicators

VILLAGE 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 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.
- 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.