

School Best Practices for Inclusive Education (BPIE) Assessment

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

CYPRESS ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 1781

Date Meeting Held: 9/2/2025

Initial Information

School Principal: VANESSA SCHNUR

School Type: Elementary

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

Team Members Name/Title:

Vanessa Schnur, Principal

Jonathan White, Assistant Principal

Tiffany Williams, ESE Specialist

Jenelle Gordon, School Counselor

Amanda Soeder, Literacy Coach

Allison Thomas, Literacy Coach

Sandra Aversa, Math Coach

Victoria Travaglia, ASD Coach

Blair Gray, ASD Team Leader/ ESE Teacher

Fabiana Spiteri, ELL Coordinator

Kimberlia Patrick, Science 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>We continue to have our regularly scheduled data conversations, highlighting the success and challenges to ensure improvement of our SWDs and instructional delivery.</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>Cypress is actively working to strengthen its collaborative system for inclusive practices by involving all stakeholder groups in decision-making processes. The school shares its short- and long-term improvement goals with the community through SAC meetings and provides access upon request. These goals are discussed at Support meetings and reflected during our data chats as our SWDs progress are aligned to these goals. Every three years, a School BPIE assessment is conducted to evaluate these initiatives, and results are shared with the district to guide future planning. Additionally, the school continues to monitor the effectiveness of inclusive scheduling to ensure that services provided in general education settings meaningfully support students in achieving their IEP goals. These efforts reflect a growing commitment to improving the quality and impact of inclusion for all students.</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>Fully</p>	<p>Our ESE Specialist, Tiffany Williams, and our Inclusion Champion, Ms. Elizabeth Kane, serve as the key personnel responsible for overseeing, coordinating, and monitoring the implementation of best practices for inclusive education. Evidence is seen in written communication with stakeholders, SAC meetings, PLCs, parent events at Cypress, and team planning meetings.</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>Fully</p>	<p>The principal communicates with the district to gather information about students with disabilities (SWDs) who are not enrolled due to the nature or severity of their disability or perceived gaps in available services. The principal actively requests necessary supports to ensure these students can access education at the school. Cypress serves a diverse student population and is committed to welcoming all children in the neighborhood, including those with significant disabilities, and is fully equipped to provide the educational services they require.</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>At Cypress, SWDs are not assigned to classrooms based on exceptionality, the need for supplementary aids and services, or a perceived lack of resources. Instead, placement decisions are individualized and focused on providing meaningful access to the general curriculum alongside peers. General education teachers at Cypress intentionally foster a welcoming and inclusive environment where all students, including SWDs, are supported to achieve their highest potential.</p> <p>School data reflect that most students with disabilities (SWDs), in alignment with their Individualized Education Programs (IEPs), receive their education in general education classrooms with age- and grade-appropriate, heterogeneous peer groups for 80% or more of the school day. For SWDs who are not served in general education for 80% or more of the school day, placement decisions are based on each student's individualized needs as outlined in their IEPs, ensuring that services and supports are tailored to promote access, progress, and success.</p> <p>Currently, our support services personnel are in the beginning stages of coordinating caseloads to maximize opportunities for inclusive scheduling. This allows for push-in services within general education settings, ensuring that SWDs benefit from specialized supports while remaining fully engaged in their natural learning contexts.</p>
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<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>At Cypress, leadership emphasizes that every staff member plays an active role in the success of all students, including those with disabilities. Administrators reinforce this belief through multiple avenues such as grade-level meetings, curriculum discussions, Professional Learning Communities (PLCs), and School Advisory Council (SAC) sessions.</p> <p>Collaboration between general education and ESE teachers is an expectation, with both groups jointly supporting instruction and behavior management in classrooms and across school environments. Students with disabilities are integrated into the full school experience and are not viewed as the sole responsibility of special education staff.</p> <p>Respectful language and professional recognition are also prioritized, with staff identifying colleagues by name rather than by the disability category of the students they serve.</p> <p>Furthermore, all employees are trained to follow safety and evacuation procedures that account for the needs of students with disabilities, ensuring shared accountability and preparedness schoolwide. These persons and students needs are identified so that all are aware and able to support.</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 at Cypress Elementary actively support inclusive education for students with disabilities by ensuring that staff have both the training and resources necessary to implement best practices. This includes offering professional development focused on inclusive strategies and evidence-based practices, as well as leveraging district-level support to strengthen interventions.</p> <p>Administrators also utilize internal expertise by encouraging staff skilled in differentiated instruction to mentor and model effective lesson planning and classroom support strategies.</p> <p>Additional supports are also provided through the allocation of personnel resources such as paraprofessionals, co-teaching arrangements with instructional interventionists for grades 3-5, and providing access to instructional materials, assistive technology, and accommodation information of SWDs; and creating opportunities within the master schedule for teachers to collaborate and plan for inclusive practices through Teacher-to-Teacher classroom visits and 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>Administrators ensure that all staff receive continuous guidance and resources on the use of person-first language, including its proper application in legal documentation this is evidenced in our newsletters, staff handbook, and in meetings.</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 applicant responses to ensure a willingness to implement inclusive educational practices, such as collaborative planning and teaching, differentiating instruction, and respect and patience for diverse students and staff.</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>At Cypress Elementary, we are fully implementing these practices because we are committed to fostering an inclusive environment where students with and without disabilities have equal access to all educational and extracurricular opportunities. By participating together in transportation, field trips, and school-sponsored activities, all students benefit from social, academic, and community-based learning experiences.</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>At Cypress Elementary students are able to participate in various activities with non-SWDs including breakfast bunch, peer-buddies, field trips, reading buddies, Spanish Club, Debate Club, Safety Patrol Monitors, and Recycling Club. Cypress Elementary includes practices that promote meaningful interactions and shared experiences between students with and without disabilities, both in academic and non-academic settings.</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 SWDs at Cypress are recognized for honors and awards in the same manner and at the same time as those without disabilities with their grade levels at the same quarterly awards programme. There are n distinctions to separate or differentiate between SWDs and no-SWDs.</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>Weekly classroom walk throughs, Thursday Curriculum Conversations/ Data dive to review student performance to build capacity on how to implement strategies to help SWDs and other students within the classroom. Student data chats are also conducted and students set goals with administrators. This information is used to help recommend and identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.</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>At Cypress Elementary, school leaders publish a schedule of professional learning opportunities available to all staff throughout the school year. Administrators provide ongoing support for personnel who join after the start of the school year. Additionally, we are actively working to increase the use of evidence-based strategies for effective inclusion, ensuring these strategies are consistently provided and modeled within classroom settings.</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>Fully</p>	<p>At Cypress there are Teacher leaders for grade levels and Tiered Mentors identified for new teachers to help provide ongoing follow-up, coaching and feedback to teachers and teams. Tiered Mentors meet as a group once a month and once a week with their assigned teacher. Teacher leaders meet with teachers they support once a week and as a group once a month at Cypress Elementary. During these weekly times they provide technical assistance to teachers who require the necessary support.</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>On the school calendar there Collaborative planning is recorded on staff schedules for weekly team meetings they provide tehri agendas and notes from those meetings to the administration to show evidence of the collaborative planning. Those sessions also include collaborative planning with ESE and ASD teachers. Cypress administrators also provide structures for release time for collaborative planning sessions once per semester (e.g., floating substitute teachers, duty release).</p>

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	ESE teachers and support services personnel have the opportunities to organically meet with and get feedback from specials teachers to determine the effectiveness of instructional accommodations or modifications. We are working on making special teachers aware that they can always request consultation and support regarding use of accommodations from PT, OT, SLPs, and ESE support facilitators at their weekly meetings.
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	IEP goals and objectives for all SWD are aligned to the state standards. 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. General education teachers and ESE collaborate to discuss the use of accommodations and strategies to facilitate state standards.

<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>At Cypress Elementary, members of the MTSS team are assigned to support specific grade-level and subject-area teams. Our MTSS framework is designed to address the needs of all students, including those with the most significant cognitive disabilities. Families are actively engaged and provided with information to help them understand how the MTSS process and tiered interventions support their child's learning. Our MTSS team meets weekly and is composed of multi-professional team.</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>Fully</p>	<p>At Cypress Elementary, all students with disabilities have access to the same multi-tiered interventions as their peers without disabilities. Whether students with disabilities are in general education classrooms or in specialized settings, they are provided with the same tiered interventions in addition to the supports outlined in their IEPs. This is evident in our schoolwide schedule for "What I Need) WIN time every morning where all students SWDs and non-SWDs are provided with multi-tiered intervention. At Cypress Elementary, all teachers use formative assessment data to guide instruction, adjust behavior plans, and monitor how individual students respond to interventions within general education classrooms and natural learning 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>Fully</p>	<p>ESE support facilitators and ESE teachers use formative assessment such as (Unit test scores, Touchmath scores, etc.) to identify student needs, adjust instruction, revise behavior plans and identify opportunities for learning 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>Fully</p>	<p>School guidance counselors at Cypress Elementary are very involved in identifying and co-ordinating schoolwide programmes that include all of our students SWDs and non-SWDs. For example we have Kids of Character which is conducted monthly and they are rewarded for demonstrated the trait of the month. There is also and Anti-Bullying "Be an Upstander Not a Bystander", 5000 Role-Model, and disability awareness activities which occur every April to celebrate and spread awareness about Autism.</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>At Cypress Elementary, teachers design instruction to provide multiple means of representation and engagement. Lessons are presented in both visual and oral formats, and students can respond using choice cards, gestures, or other appropriate methods. ESE teachers are collaborating with general education teachers to ensure students with disabilities are given adequate response time to participate, an area we continue to expand across our team.</p> <p>Instructional technology is thoughtfully matched to individual student needs and is effectively used in many classrooms although we are still working on building this capacity in other learning environments through those teachers exposure to "Teacher-to-Teacher Visits" that allows them to see how successful classrooms are using and implementing UDL . The use of text-to-speech is expanding for students who require it based on their IEP accommodations. Students with AAC devices are supported in using them as an alternative method for responding to questions and completing class activities.</p>
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<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 Beginning</p>	<p>Our school is beginning to build a model to consider a variety of service delivery models used across the school, including co-teaching, support facilitation and consultation. At this time support facilitation in the classroom is limited to interventionist providing support during intervention time for small groups. ESE teachers and related service providers mostly provide service sin the resource room.</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>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. The roles and responsibilities of paraprofessionals are clearly outlined and communicated by administrators and teachers. Trainings are provided during early release, monthly meetings to review job descriptions, and needs for follow-up trainings and support. Support for behaviour strategies are ongoing through various sources organized by administration including but not limited to: District Behaviour Support, ESE Specialist, ASD Coach, Instructional coaches, and FDLRS.</p>

Domain III: Communication and Collaboration

Indicator	Implementation Status	Data Sources/Supporting Evidence
<p>27. All special education teachers are full, collaborative members of a general education curriculum team.</p>	<p>Fully</p>	<p>*"At Cypress Elementary, ESE support facilitators and ASD teachers collaborate closely with general education teachers to implement instructional decisions made by the team. ASD and general education teachers meet weekly to share information about curriculum and individual student support needs, with one week reserved for ASD team PLCs.</p> <p>All team members, including ASD teachers, receive meeting minutes and have opportunities to provide input on decisions even if they cannot attend in person, through their grade-level Team Leader. ASD teachers are not pulled from regularly scheduled classroom instruction to attend other meetings, such as IEP or parent conferences; these are scheduled during planning periods or after instructional hours to ensure consistent classroom support.</p>

<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.</p>	<p>Fully</p>	<p>At Cypress Elementary, ASD teachers and general education teachers collaboratively identify and discuss their roles, including co-teaching structures, during the lesson-planning process. Planning incorporates specially designed instruction, differentiation and use of accommodations and strategies to support.</p> <p>Teachers determine appropriate accommodations and supports, such as behavioral, visual, or communication strategies, for individual students. They reach consensus on grading procedures, particularly when accommodations or modifications are provided and consider these things for ESE and ESE-ELLs. Roles and responsibilities are shared in a way that minimizes distinctions between special education and general education teachers, promoting a seamless instructional experience for students.</p>
<p>29. Family members of SWD are contributing members of school decision-making groups.</p>	<p>Partially Almost</p>	<p>School administrators actively recruit family members of SWD to participate in our School Advisory Council. However, many parents do not show up to attend. We are trying to think about ways to motivate parents to come and join.</p>

<p>30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.</p>	<p>Fully</p>	<p>At Cypress Elementary, learning opportunities and resources are identified and provided to families based on multiple sources, including family surveys or interviews, school climate surveys, IEP goals, and student data. Families have access to a variety of resources and learning opportunities, with materials provided in multiple languages as needed. Documentation includes lists of available resources, examples of surveys and their results, and samples of information shared in languages other than English. The ESE team also conducts school-specific surveys to inform and guide family engagement efforts.</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>At Cypress Elementary, teachers maintain ongoing communication with families to ensure that support plans are consistent across school, home, and community settings. For students with significant behavioral support needs, teachers gather family input to create individualized student profiles, including strategies that have been successful at home or in other settings. This process includes parent interviews and surveys, as well as student interest surveys to guide planning and support.</p>
<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>At Cypress Elementary our administrators provide a report to other school administrators during district meetings and internal review meetings. We also provide a summary of our BPIE in our SAC meetings meetings to share with stakeholders.</p>

<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Partially Almost</p>	<p>At Cypress Elementary, students with disabilities have opportunities to learn and practice self-determination skills with support from ESE teachers and the school counselor. We have an established protocol to ensure smooth transitions for students with disabilities from grade to grade and from school to school. Our matriculation meetings connect parents and teachers with the receiving school and new teachers, allowing them to share student needs, academic strategies, and behavior supports to ensure continuity and success for each student.</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>At Cypress Elementary, vertical planning between schools includes sharing information about students and effective instructional or behavioral supports. The school coordinates an orientation for students transitioning from elementary to middle school, which includes a building tour, review of key information from the student handbook, and introduction to school procedures to help students feel prepared and confident in their new environment.</p>

School BPIE Assessment Priority Indicators

CYPRESS 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 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.
- Indicator 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.
- Indicator 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.