

School Best Practices for Inclusive Education (BPIE) Assessment

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

APOLLO MIDDLE SCHOOL

District Name: Broward

MSID Number: 1791

Date Meeting Held: 3/3/2025

Initial Information

School Principal: LOUIS KUSHNER

School Type: Middle/Junior

FIN Trained Meeting Leader/Title: Jillian Jones, ESE Liaison

Team Members Name/Title:

Dr. Louis Kushner, Principal

Renee Job, Guidance Counselor

Jeana Johnson, Parent of SWD

Michelle Comple, Literacy Coach

Michael Dembin, Math Coach

Amanda Fernandez, Reading Teacher

Maalik King, Support Facilitator

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.	Partially Almost	Professional development for the staff on the neurodiversity of learners. RTI and PLC teams meet weekly and work collaboratively to address the needs of SWD and students who are performing in the lower quartile to determine tiered interventions and/or resources needed.
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.	Partially Almost	The SIP is updated, implemented and accessible to all stakeholders. The school website provides access to the plan and school updates for all stakeholders. Our school hosts SAC and PTSA meetings. The Leadership team has representation from all departments to support collaborative practices when analyzing data.
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	Inclusion Champion and the ESE Specialist collaborate with designated members and the community liaisons to ensure documents are updated. District meetings and trainings are provided for all faculty members.

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.	Partially Almost	Our school model includes a full inclusion program, Learning Strategies course, grade level Support Facilitators, a Behavior Technician, Paraprofessionals, and other required personnel as indicated by individual student needs based on the changing student demographics of our school choice. Elementary and High School Matriculation
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.	Fully	Master schedule is a unified process. Extended Learning Opportunities includes SWD. SLPs provide schedule recommendations and collaborates with general education teachers to support maximum inclusion.
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. *schools with Pre-K programs only	No Pre-K	
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.	Fully	Mster schedule. Mandatory compliance course completion. Collaboration with ESE providers and general education teachers is ongoing.

8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.	Fully	Professional Learning Communities (PLCs), textbook coordinator, Math and Reading Coaches, and paras provide resources to differentiate instruction. Access to CANVAS resources, Text to Speech/ immersive Reader, Computer carts, are in all classrooms to support curriculum standards.
9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.	Fully	Teachers and administration address SWD in school-based documents free of labels or classifications. School based resources are available in various languages. Principal's message, parent links, website consistently communicate with parents in student first/ parent friendly language.
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.	Partially Almost	Interview questioning protocol uses strategies to adequately identify collaboration, differentiation, diversity and inclusive practices, with scenario based action steps.
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.	Fully	Inclusive transportation practices for dismissal and arrival daily. All field trips are inclusive. School team collaborates with nursing services and other district office to ensure access to all field trips for all SWDs.

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.	Fully	All students are fully integrated in all activities, elective courses, clubs, organizations and sports. Our school has a peer mentoring program to foster inclusive practices and acceptance for students.
13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Fully	<p>The school counseling team and administrative team do an excellent job of including SWDs in Honor Roll recognition and grade level awards ceremonies.</p> <p>The ESE Support Facilitators and general education teachers provide nominations and awards.</p> <p>Our Rocket Bucks, school-based incentive program is inclusive of all learners.</p>
14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.	Partially Almost	Administration, ESE Specialist and the ESE team facilitates training for IEP and EP processes and best practices. District training and support are requested and provided for all staff for accommodations as well as specific areas of concern. Paraprofessionals and Teacher Assistants enroll and participate in trainings on and off campus.

<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>Our school based PLC agendas that incorporate District, school, and department based targets aligned to SMART goals. Department chair and leadership team and community liaison work to provide professional learning opportunities that foster cohesive practices school wide. Local organizations are invited to share educational resources for teachers, parents and students. Our school leaders ensure that all teachers who are new to our campus are provided the resources and support to deliver effective instruction, have opportunities for professional development and promote student learning.</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>Classrooms are equipped with instructional technology. Teachers have varying levels of technology related needs and expectations. Best practices are shared through PLCs and staff meeting to address inclusive educational needs.</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 Schedule includes Common planning time during weekly PLCs. Administration provides feedback. Staff developments, PLC and RTI teams, log collaboration sessions and follow agendas. PLC teams follow PLC calendars and meet consistently and are led primarily by student data.</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 Beginning	Support facilitators rotate to different PLCs.
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 goal development are driven by grade level standards. Accommodations and modifications are made to allow opportunities for success. IEPs at a glance are accessible to teachers to help support the development of the lesson plans with the needs of diverse learners in mind. Lesson plans and grading with embedded accommodations. Teachers use diverse assessment methods.
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	Tiered interventions are implemented. Collaborative Problem Solving Team effectively identifies interventions for academic and behavioral interventions driven by school data and parent meetings. Our regularly scheduled CPST/MTSS/RTI team meetings are inclusive and conducted with fidelity. Staff members collaborate to establish and implement school wide PBIS plan. The plan is voted on and agreed by entire staff.

<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>Math performance checklists and CFAs, lesson assessments and topic quizzes. There are progress monitoring processes in place for academic and behavior interventions. Support facilitators provide various methods for data collection to support teachers. Support facilitators are working to establish consistent data collection tools for general education teachers.</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>Based on our school model, our students, on average spend more than 80% of their day in full inclusion in the general education classroom. The support facilitator, SLPs and other ESE providers use formative assessment data to identify student needs in the general education classroom, determine placement and to drive IEP goal development.</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 counselor(s), club sponsors, ESE team and Inclusion Champion coordinate multiple schoolwide initiatives and inclusive prosocial activities. These activities include Peer Counseling, SAVE Club, Kids of Character, Autism Awareness and the district Just Do It program in which SWD are active members.</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>Lesson Differentiation. Teachers receive training on communication and amplification devices. Varied presentation formats are included in the lessons provided. Desks, tables and preferential seating accessibility to accommodate wheelchairs and students ability to stand and complete work. Students are provided with access to digital and paper-based textbooks.</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>Master schedule. Student related services are scheduled through their elective courses.</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 Beginning</p>	<p>Paraprofessionals are provided opportunities to participate in Professional Learning. The paraprofessional's schedule is developed and updated based on students needs and clearly defines roles and supports within the general education classroom and across the school campus.</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	ESE Teachers/ Support Facilitators, Behavior Technician, Paraprofessional, SLP and ESE Counselor collaborate to meet student needs and determine optimal supports and methods of implementation to match student needs, IEP goals and services.
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 are working to align grading practices and procedures, when providing accommodations according to individualized IEPs and not blanket provisions. ESE Teachers and general educators are not to work in isolation but the goal is to work collaboratively for student success as implementers of student goals and accommodations.
29. Family members of SWD are contributing members of school decision-making groups.	Partially Almost	Parents and family members of SWD attend and actively participate in school decision making groups, including the School Advisory Council (SAC). The school schedules a variety of evening events for parents to attend.
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Partially Almost	During IEP meetings, parent resources are provided. Title 1 and SAC meetings are held at the school and assist with supports. School Climate Survey is sent out.

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	ESE Support Facilitators and ESE Teachers send Welcome Letters to parents. IEP Meetings/ Parent Teacher conferences openly welcome parent participation and input. IEP meetings are scheduled allowing for parents to participate in various formats. Parents are encouraged to meet in person but accommodations are made if that is not possible.
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Partially Almost	SAC Title 1 nights There is information that is accessible to parents via Title 1 Compact, School Improvement Plan, Open House, and School website. We are working toward uniform communication to parents.
33. The school uses a person-centered planning process for SWD.	Fully	Matriculation meetings are held with the elementary and high school to facilitating a smooth transition for SWD from grade to grade or school to school in the upcoming academic year. The development of the Master Schedule with input from SWD and parents. School teams and community agencies are used to address student-centered needs.

<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>Administrators request Learning Strategies courses and schedule recommended supports that follow all SWD as they transition from grade to grade. Registrar notifies designated personnel when a SWD is registering. ESE Specialist and administrators collaborate with matriculating schools and feeder schools to ensure proper placement for students with disabilities. LRE is determined based on data from the IEP. ESE Support facilitators ensure that IEPs and FBA/BIP are provided to teachers when schedule changes occur. Our school hosts a meeting for incoming 6th grade students and parents to provide families with relevant information and expectations of our school.</p>
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School BPIE Assessment Priority Indicators

APOLLO 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 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.
- Indicator 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.