

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

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

**PASADENA LAKES ELEMENTARY SCHL**

**District Name: Broward**

**MSID Number: 2071**

**Date Meeting Held: 3/21/2025**

# Initial Information

**School Principal:** JANET WILLIAMS

**School Type:** Elementary

**FIN Trained Meeting Leader/Title:** Nakia Liggins, FIN Facilitator

**Team Members Name/Title:**

Marla Spann

Massia Bailey

Karen Burk

Aida Santos

## 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>Support staff, teachers, and ESE team collaborate and analyze data to provide SWD with inclusion opportunities and meet regularly to increase that time. School identifies barriers and create proactive plans to increase best practices for inclusion.</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>	Fully	<p>Once every three years, the school completes a School BPIE assessment and reports the results of all planned short- and long-term improvement efforts to the district. The school leadership team analyzes data quarterly to monitor and evaluate progress toward meeting goals related to inclusive practices in the school.</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>There are key staff members who are responsible for oversight and coordination of goals and action steps related to inclusive best practices within the school.</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 cognitive disabilities. Families perceive the school as being able to address their child's needs, regardless of the type or severity of disability.</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>SWD are not assigned to classrooms based on their exceptionality or supplementary aids and services needed. All teachers ensure that every student feels welcome and achieves to his or her potential in general education classes and other natural contexts. SWD are involved in before- or after-school tutoring interventions provided for reading and math. All SWD receive education in a general education regular class setting reflecting natural proportions and age-appropriate, heterogeneous groups in core academic and elective or special areas within the school community, as stated in S.1003.57, F.S.</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>Fully</p>	<p>The school has targets to increase the number of SWD, ages 3–5, who receive special education and related services in inclusive classes with peers without disabilities. Developmentally appropriate behavior supports are provided for students. The school regularly monitors (e.g., monthly) the number and progress of SWD, ages 3–5, who receive special education and related services in inclusive settings with peers without disabilities. All students receive support and interventions prior to special education programs.</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>Partially Beginning</p>	<p>Administrators survey staff to determine beliefs and attitudes about inclusive practices. School personnel refer to special education teachers by name rather than exceptionality of their students.</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 provide and monitor the use of resources across all school teams, such as: Supplemental materials for core subject areas related to all academic standards; Text sets with differentiated reading levels; Accessible instructional materials, (e.g., textbook set for homework and textbooks with alternate formats: audio/electronic, braille, large print); Assistive technologies, supports and services; Time for instructional planning; and Allocation of personnel aligned with in-class support needs of students (e.g., reading and math coaches, paraprofessionals, therapists).</p>
<p>9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.</p>	<p>Partially Almost</p>	<p>Administrators provide guidelines on the use of person first language in all written, electronic and verbal communication. (e.g., students with disabilities rather than disabled students or ESE students, student with intellectual disabilities).</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 Beginning</p>	<p>School interview team members include job interview questions for non-instructional staff (e.g., paraprofessionals, front office, custodial) that assess knowledge and beliefs of inclusive educational practices. School interview team members include job interview questions for instructional staff that assess knowledge and beliefs of inclusion</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>All bus arrivals and departures occur at the same time and location for students with and without disabilities. There are designated bus monitors in each school who are responsible for overseeing bus procedures and identifying potential problems. Students with and without disabilities attend field trips, community-based career or vocational instruction and school-sponsored trips together. SWD do not arrive late and leave school early based upon the bus schedule.</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>All SWD have access to all school facilities and non-academic activities. Club sponsors show their commitment to include SWD in all club activities. All personnel advocate for the inclusion and full participation of SWD in school-sponsored activities. SWD participate in class field trips with same-age peers without disabilities. Separate, "ESE only" field trips are discouraged. Families of students with the most significant cognitive disabilities receive information about all school-sponsored, non-academic activities. Same-age peers provide natural supports to SWD, as appropriate, to facilitate social interactions during school-sponsored activities.</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 SWD, including those who are working on a modified curriculum, are included in honors and awards programs (e.g., honor roll, citizenship awards, academic awards, science fair and attendance awards), except those honors and awards based solely on the requirements of the standard curriculum. All SWD are recognized for honors and awards in the same manner and at the same time as those without disabilities.</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>Partially Beginning</p>	<p>Regularly scheduled (at least quarterly) data checks/discussions are conducted across school teams to identify ongoing PD and TA needs of teachers. Administrators analyze student performance data, staff and family needs assessments/ surveys</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 Beginning</p>	<p>PD is provided through existing school structures, such as PLCs. PD is provided to collaborative teams, to include the following topics. Classroom management strategies, Data collection and analysis, and curricular accommodations in general education classrooms.</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>A key person at the school coordinates activities related to needs assessments and TA for individual staff and collaborative teams. Planning and implementing behavior supports, planning and implementing visuals supports, AAC and other instructional technologies, planning and application of curricular accommodations</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>There is evidence that lesson plans are developed collaboratively and include shared roles and responsibilities for instruction and assessment. There is a schedule and record of PLCs related to the review of student work and instructional planning. Administrators ensure that teacher duty assignments are distributed across all staff, allowing time for collaborative teachers to plan. Meeting logs show evidence that student data are reviewed, discussed and used to guide all instructional decisions made by teams during collaborative planning time.</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 Beginning	Specials teacher provide feedback to support staff and ESE personnel.
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	IEP goals and objectives for all SWD are aligned to the state standards. The instructional goals and learning targets of students with the most significant cognitive disability are based on access points. 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. Teachers modify learning goals and instruction for students with the most significant cognitive disability.
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	Members of the school MTSS team are assigned to provide support to specific grade-level or subject-area teams. Families are provided information and opportunities to understand the MTSS process as it relates to tiered interventions for their child. School rules are translated into specific applications for classrooms, hallways and other school areas as part of a schoolwide PBIS plan. An FBA process is used to identify triggers and replacement behaviors for any student who needs additional behavioral support.

<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>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. All teachers use formative assessment data to adjust instruction, revise behavior plans and determine individual student responses to interventions in general education and natural contexts. The school has designated personnel with expertise in gathering and analyzing student data who provide ongoing support in the use of formative assessment processes. All SWD have access to the same multi-tiered interventions as those without disabilities.</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>Partially Beginning</p>	<p>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.</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) are involved in identifying and coordinating schoolwide programs (e.g., anti-bullying, peer supports). The school has one or more school-wide programs in place that address the following: Anti-Bullying, conflict mediation, global culture and disability awareness, character education. Academic and social peer support, community service projects.</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>Lessons are presented in visual and oral formats. Instructional technology, matched to the needs of individual students, is effectively used for instruction in all classrooms. Teachers and support personnel use assistive technology for students who need it, including low-tech strategies and high-tech communication systems and software such as visual schedule, table and chair heights, choice boards, and visual supports like first/then.</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>Fully</p>	<p>Administrators and teachers can articulate different ways to deliver special education services in general education settings. Related services are provided, as appropriate, in general education classes and natural contexts: language therapy is provided to SWD during reading instruction, physical therapy is provided during P.E. or recess and occupational therapy is provided during writing activities. Collaborative teachers can explain why they selected a structure for a particular lesson. Collaborative teachers share accountability for co-planning and co-delivering instruction and co- assessing all students. Administrators note and provide feedback on collaborative teaching structures as part of the teacher evaluation system.</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>Administrators and teachers monitor the activities of paraprofessionals to evaluate the effectiveness of supports provided to SWD. Paraprofessionals can clearly articulate the learning, communication and behavioral support needs of the SWD they serve.</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	An elementary school special education teacher is an active member of the third-grade team. Special education teachers collaborate with general education teachers to share and implement instructional decisions made by the team. Special and general education teachers meet regularly to share information on curriculum and individual student support needs.
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 determine appropriate accommodation and other supports (e.g., behavior, visual and communication) for individual students. Teachers have a consensus on grading procedures, especially when accommodations or modifications are provided for individual students. Administrators provide ongoing support to assist collaborative teachers in identifying, clarifying and developing their roles and responsibilities.
29. Family members of SWD are contributing members of school decision-making groups.	Partially Beginning	School administrators actively recruit family members of SWD to participate in school decision-making groups, including the School Advisory Council.

<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>	<p>Learning opportunities and resources are identified and provided to families based on family surveys or interviews, school climate surveys, IEP goals and student data. Information and strategies are provided on topics.</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>Team/department meeting notes reflect family input on developing educational, behavioral and/or social strategies for their children, such as an individual PBS plan and FBA. Families receive support and resources, such as checklists or point systems, to implement behavior support plans at home and in the community. Teachers maintain ongoing communication with families to ensure support plans are consistent from school to home and community.</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 the end of the school year, the school provides a report to the district that includes progress toward implementing and improving inclusive practices. The school administrator provides a report to families as part of school open house activities. The school administrator provides a report to all school personnel as part of pre-school activities and throughout the year. The school administrator provides a report to other school administrators during district meetings.</p>

<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Fully</p>	<p>There is an established protocol for facilitating a smooth transition for SWD from grade to grade and school to school. Person-centered planning is used for SWD to plan for independent living, postsecondary education, and careers. SWD have opportunities to learn and practice skills associated with self-determination.</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>Schools identify and share individual needs of SWD, through the inclusive scheduling process, as they transition from grade to grade. Supports are in place and are passed seamlessly between sending and receiving parties. Vertical planning between teachers from school to school includes sharing information and effective instructional or behavioral supports for individual students.</p>

# School BPIE Assessment Priority Indicators

PASADENA LAKES 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 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.
- Indicator 14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.
- Indicator 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.