

School Best Practices for Inclusive Education (BPIE) Assessment

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

FLAMINGO ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 2541

Date Meeting Held: 5/7/2024

Initial Information

School Principal: Philip Bullock

School Type: Elementary

FIN Trained Meeting Leader/Title: Philip Bullock, School Principal

Team Members Name/Title:

Lady Ramirez- ESE Specialist

Alicia McNabb- Assistant Principal

Beatrice Morin- ESE Support Facilitator

Johanna Giunta- Literacy Coach

Yassy Comas- Parent

Debra Morris- Teacher; BTU Steward

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>Monthly Professional Learning Communities (PLCs); Formative and Summative data analyzed, instructional delivery models and resources are created to ensure improvement</p> <ul style="list-style-type: none"> - Literacy Continuum (BASA) - Florida Assessment of Student Thinking data - Broward Standards Assessment data - iReady Diagnostic data
<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>-school improvement plan includes strategies to increase achievement of students based on English language arts and Math Standards, If less than proficient. School Advisory Council (SAC) Composition includes parents of exceptional student education students. school provides access to the SIP on the school website.</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 ESE Specialist is highly experienced and knowledgeable of both ESE policies/procedures; Curriculum/Instructional Delivery Models/General Education Policies. She is responsible for planning, coordinating, implementing, and staffing for students in the ESLS program at this school.</p> <ul style="list-style-type: none"> - ESE Specialist schedule.

<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>School Administrators' communication with staff.</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>100% of the ESE students receive their education and related services in age- and grade-appropriate, heterogeneous, general education contexts 80% or more of the day.</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>VPK schedule VPK Teacher schedule</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"> - faculty handbook - PLCs - formative data -Friday Forum -Parent Links
<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>	<ul style="list-style-type: none"> - ESE Specialist, speech pathologist, and ESE support Facilitator are given materials Budget inventory Lists
<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"> -school website - email Notifications to parents - Parent links
<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>	<ul style="list-style-type: none"> - interview questions include many of the Examples listed as evidence of practice

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	- bus emergency evacuation records requests for transportation of students with disabilities -All students take gen. ed. buses unless specified by IEP
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 invited to join any non-academic events All students invited to all school wide events
13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Fully	All students are eligible for awards certificates and awards ceremonies
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	Administrators obtain input from ESE providers to identify specific PD and TA, Positive behavior supports (PBS) When needed to support individual students
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.	Partially Almost	The ESE Specialist conducts group and individual training for staff during pre planning workdays on the education of Exceptional Students. Additionally, the ESE Specialist disseminates information from the District ESLS Department about Professional Development. Speech/Language Pathologist provides training to teachers and paraprofessionals.
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.	Fully	- the ESE Specialist disseminates information from FDLRS and the district ESLS department concerning Professional development.

17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Fully	- Master schedule Synopsis - Inclusion release day
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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	<ul style="list-style-type: none"> -teachers of ESE students and specials -teachers are assigned to grade level teams, where they consult and collaborate on a regular basis. - Collaboration between speech pathologist and specials teachers
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"> - IEP -Collaboration with ESE team
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	<ul style="list-style-type: none"> - weekly response to intervention (RTI) meetings
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.	Fully	<ul style="list-style-type: none"> - response to intervention (RTI) academic and behavior Graphs - Consultation schedule - ESE providers use all available data in preparing for IEP meetings - Observations across all school settings - Clinical Observations by speech pathologist
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.	Fully	N/A

<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"> - social emotional education instruction school-wide - guidance schedule of events - Character education program -Guidance lead lessons -Kids of Character -Save Promise Club
<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>Fully</p>	<ul style="list-style-type: none"> - Teachers' Lesson Plans - Response to Intervention (RTI) interventions
<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>	<ul style="list-style-type: none"> - a variety of programs and instructional delivery models are employed.
<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>	<ul style="list-style-type: none"> - ESE Specialist disseminates information about Professional development activities

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	Collaboration with general education Grade level teams Team notes
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.	Fully	- common planning is built into the schedule for all teachers - grade-level team notes and Sign-ins -Collaboration with support facilitator
29. Family members of SWD are contributing members of school decision-making groups.	Fully	- parents of ESE students are represented on SAC, PTO, and ESE meeting's
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	- school-wide programs for providing information
31. When communicating with families of SWD, all personnel consider family members as a resource and obtain their input in planning and problem solving.	Fully	- IEP meetings - Parent/Teacher conferences -SAC,SAF,PTO
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Fully	-Survey results - SIP on website -- school improvement Minutes a
33. The school uses a person-centered planning process for SWD.	Fully	-Matriculation meetings -Self Determination check lists -RTI -Parent teacher conferences

<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>	<ul style="list-style-type: none"> - Articulation meetings - IEP meetings - speech zone meetings -Matriculation meetings -5th grade field trip to tour middle school
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School BPIE Assessment Priority Indicators

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