

School Best Practices for Inclusive Education (BPIE) Assessment

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

PIONEER MIDDLE SCHOOL

District Name: Broward

MSID Number: 2571

Date Meeting Held: 3/19/2025

Initial Information

School Principal: Robert Pappas

School Type: Middle/Junior

FIN Trained Meeting Leader/Title: Cherri Hahn, Special Education Team Leader

Team Members Name/Title:

Cherri Hahn/ESE Specialist

Janet Mendez/Literacy Coach & MTSS Leader

Fernanda De La Garza/Guidance Counselor

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>Regular school data chats include teachers and all SWD.</p> <p>SAC meeting updates to staff and parents.</p> <p>PLC meetings for teachers to collaborate and plan for increasing inclusive opportunities.</p> <p>SWD's are included in schoolwide tutoring.</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>The school has developed a plan indicating goals related to inclusive practices.</p> <p>Parent surveys</p> <p>The school provides access to goals related to short and long term improvement efforts.</p> <p>Family input is welcomed on inclusive practices and gathered via surveys, meetings and interviews.</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>Mrs. Hahn is the Inclusion Champion. She is also the Local Education Agency Representative (LEA).</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>ESE Service Providers participate in PLC meetings to advocate for SWD's.</p> <p>Guidance Counselors, Social Workers and Interns create and foster opportunities for all students to participate in schoolwide activities.</p> <p>We enroll students from all over the country.</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>ESE model of support provides collaborative services with related services as pull out from electives primarily and push in services as needed.</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>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>Training was provided for inclusivity practices</p> <p>ESE Specialist and Support Facilitators provide training to teachers and parents via collaborative meetings.</p> <p>SLP shares strategies for visualizing and verbalizing.</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>Allocation of personnel aligned with in-class support needs of students (ELA and Math push in model, ESP's and Therapists).</p> <p>Implementation of Reading programs through the district provided programs and collaboration with Literacy Coach.</p> <p>Implementation of Interventions, Read 180, Unique, iReady and IXL Math</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>Website, email communication, interview questions use person first language</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>Interview questions assess perceptions, knowledge and beliefs of inclusive practices.</p> <p>School reflects the diversity of the community</p> <p>Interview panel is diverse</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>Bus arrivals and departures occur at the same time and location for students with and without disabilities.</p> <p>There are designated bus monitors in each school who are responsible for overseeing bus procedures and identifying potential problems (reporting as needed to solve).</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>SWD's participate in after school performance, enrichment opportunities, field trips, afterschool clubs and any school related event.</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>SWD's are included in level-up, cart and classroom awards.</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>District Program Specialists regularly provide feedback based on data and/or observation.</p> <p>PLC's offer data related to staff training</p> <p>MTSS/RTI meetings are used to identify individual teacher needs for professional development.</p> <p>Monthly Literacy professional development offers 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>Fully</p>	<p>Staff trainings include:</p> <p>PLC Trainings, Data Collection and Analysis, New Teacher Education, UDL, DI, PBIS and Trauma Informed</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>Inclusive scheduling, planning and implementation of behavior support takes place on a regular basis</p> <p>MTSS collaborative problem solving team meet on a regular basis to reevaluate interventions and student needs</p> <p>Staff demonstrate the use of proactive behavioral and instructional interventions</p> <p>Support Staff provide in class coaching using collaborative teaching models</p> <p>Classroom demonstration of instructional strategies</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>Master schedule is completed with collaborative planning time with teaching teams.</p> <p>Professional development days are designated for all departments both ESE and General Education Teachers work to discuss and plan grade level and subject area concerns related to the curriculum and student interventions.</p> <p>The principal schedules time for special education teachers, assigned to different grade levels to meet with general education teams of teachers to discuss the progress of students they have in common.</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.	Fully	<p>Special Education Teachers, School Counselors and Related Service Providers provide updates and suggestions of strategies for specials teachers to use.</p> <p>All teachers of general education and SWD's attend collaborative planning to discuss student needs.</p>
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	<p>IEP goals and objectives for all SWD's are aligned to the state standards.</p> <p>Multi-sensory materials are selected for students with significant disabilities while aligning with the 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.	Partially Almost	<p>The principal allocates resources to support schoolwide MTSS, functional behavior assessments (FBA) and PBIS plans.</p> <p>An FBA process is used to identify triggers and replacement behaviors for any student who needs additional behavior support.</p> <p>School rules are translated into specific applications for classrooms, hallways and other school areas as part of a schoolwide PBIS plan.</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>Partially Almost</p>	<p>Instructional staff consider SWD's as general education students first and use data driven decision making to identify supports needed for SWD's to make progress in the general education and natural contexts.</p> <p>Teachers use Canvas and FOCUS to collect data on grade performance and behavioral data.</p> <p>Teachers have folders that provide information about the student.</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>Special education teachers use assessments to identify students needs, adjust instruction, revise behavior plans and identify opportunities for learning in general education and natural contexts.</p> <p>Pre and post test data is used for determining growth in concepts and skills.</p> <p>Students on the campus do not spend less than 80% of their day in general education classes.</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>Kids of Character, Peer buddy program, Community service with peer counselors, Harvest food drive, Angel tree, NJHS tutoring and mentorship, Counseling and mindfulness</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>Fully</p>	<p>Lessons are presented in visual and oral formats with text to speech options available for all students.</p> <p>Some students have visual aids, such as a visual schedule and visual representations.</p> <p>Use of specialized adaptive software as needed.</p> <p>Change classes for transitios</p> <p>CHAMPS signaling</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>Related services are provided, as needed, per IEP</p> <p>This campus supports a variety of service models: pull out, push in, collaboration and consultation.</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 paraprofessionals are outlined and communicated by administrators and teachers.</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	The Special Education Teachers are required members of the IEP Team meetings.
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	Teachers determine appropriate accommodations, strategies, interventions and other supports needed for individual students. Shared planning time, including PLC's, Grade Level meetings, Trainings and Staff meetings.
29. Family members of SWD are contributing members of school decision-making groups.	Fully	All families are invited and encouraged to participate in the School Advisory Council meetings. PTSA provides support during special event activities. Families are invited to participate in MTSS/RTI process.
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	Parent and family training sessions Information provided via email, newsletter, website and parent chat groups Performances to include all students and families

<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>IEP parent input</p> <p>Daily home notes provided to families in special programs</p> <p>Staff provides resources for home use as needed (ie; visual supports, checklists, token systems, etc.)</p> <p>Social Worker outreach provided in person, via phone and email communication</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>Distribution of School Improvement Plan uploaded on the school website</p> <p>Quarterly Progress Reports sent home</p> <p>Transition meeting data and documentation in FOCUS</p>
<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Fully</p>	<p>TIEP Implementation</p> <p>Transition meetings</p> <p>Wrap around service planning with providers</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>Annual IEP meetings, PSSP's</p> <p>Collaboration and observations with District Program Specialists</p> <p>Scheduled tours of transition schools</p> <p>Schoolwide Inclusion protocol</p> <p>Schools identify and share individual needs of SWD's through the inclusive scheduling process, as they transition from grade to grade</p> <p>Transition follow up visits and supports</p>
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School BPIE Assessment Priority Indicators

PIONEER 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 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.
- Indicator 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.
- 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.