

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

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

**PEMBROKE LAKES ELEMENTARY SCHL**

**District Name: Broward**

**MSID Number: 2661**

**Date Meeting Held: 9/9/2024**

# Initial Information

**School Principal:** MARSHA WAGNER

**School Type:** Elementary

**FIN Trained Meeting Leader/Title:** Trace Jones, ESE Liaison

**Team Members Name/Title:**

Lori McLaughlin (Literacy Coach)

Marsha Wagner (Principal)

Kristine Knapp (Assistant Principal)

Margaret Lintner-Moran (SLP/Parent)

John Jones (ESE Parent)

Brian Doogue (Gen Ed Parent)

Jennifer Monnin (ESE Support Facilitator/Inclusion Champion)

Rose Fultz (Guidance Counselor)

## 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.	Fully	Data chats IEP progress reports FAA/FAST results Informal and formative assessments by classroom teacher and ESE support facilitator Student data chats 2-5
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.	Fully	Support staff meetings SAC meetings Survey Results Parent/Student Handbook IEP reviews with Specials Teachers Agenda shared with ESPs to ensure inclusion.
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	Support Facilitator logs Accelify Logs Staff Roster Identified alternate LEA Inclusion Champion
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.	Fully	2 ESE Support Facilitators 2 Speech and Language Pathologists Providing support for students based on need not just funding.
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	FOCUS IEPs

<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>Faculty Meetings BPIE Assessment Team Leader Meetings Grade Level Meetings Data Chats SIP Meetings Field Trip approval form ensures SWD needs will be met.</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>iReady Scholastic News Magnetic Reading Measuring Up Accelerated Reader Utilization of the Unique curriculum</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>Team Leader Meetings Faculty Meetings Weekly newsletter from administration</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>Teacher and ESP interviews</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>Team Leader Minutes Faculty Meetings Grade Level Meetings Safety Committee Meetings Bus Loop Field Trips</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>Field Trips Clubs Aftercare Classroom Events Awards Ceremonies Pelican Pals</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>Kid of Character Reading Across Broward Honor Roll Assembly End of Year Awards iReady end of year celebrations</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 Almost</p>	<p>CHAMPS Inclusion Champion Practices for inclusion of SWDs PBIS world</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>Support Facilitator modeling and assisting general education teachers SLP modeling and assisting general education</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>Speech Pathologist training for AAC Devices Model behavior and academic strategies Inclusion Champion</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>Consistently scheduled team meetings and PLCs Professional Development Faculty Meetings</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	Share IEP accommodations with teachers, Specials teachers and ESPs Behavior strategies Meetings by semester to discuss needs in the Special classes
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	Lesson plans containing Access Points and Florida Standards Learning Goals posted in the classroom Objectives aligned to Florida Standard IEP goals ESE curriculum specialist
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	Weekly scheduled RTI meetings Daily Intervention groups from kindergarten to 5th grade Conference Forms PMPs SLP is part of the MTSS team
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	Behavior Plans Progress monitoring assessments for each grade level Data chats with ESE support facilitators Data chats with IND special program teachers iReady FBA/PBIP

<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 Almost</p>	<p>Unique Curriculum iReady data chats IEP goals progress reports</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>Pelican Pals (Best Buddies) Special Olympics Inclusion for Specials, Lunch, Recess, and Grade level activities. S.A.V.E. Promise Club Biannual Grade level expectations assembly School wide positive behavior plan Fultz Fridays Guidance Lessons</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 Plans Team Notes Observations Accommodations Technology to individualize instruction Sit to Stand desk Visual Schedule Pencil grips Choice boards Table height adjustment touch screen devices low tech and high tech communication systems</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>SWDs are scheduled first Consultation Services Push in and Pull out Services</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>Preplanning meetings with ESPs and Teachers to discuss IEPs          Trainings for ESPs Rules and Responsibilities of          ESPs are clearly outlined and communicated          District PD for ESPs</p>
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### 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	SIP Monthly Meetings Minutes for each curriculum team emailed to teachers Team Leader 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	Determine IEP Accommodations TEAMS Channels/Files Common planning time
29. Family members of SWD are contributing members of school decision-making groups.	Fully	IEP meetings Family Nights BPIE Team SAC SAF PTA
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Partially Almost	ESE Surveys IEP Meetings discussing LRE and inclusion, goals, and accommodations Parent Survey administered from teacher District survey Class Dojo FAST/FAA Family Training
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	Parental Input at IEP Meetings Conferences Parent interviews for FBA Agendas used for communication Daily Home note Parent Surveys administered by teacher Class Dojo SAC

<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>Progress reports quarterly for all students SAC Principal reports Summary of BPIE Results</p>
<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Fully</p>	<p>Scheduling of SWD services first Matriculation Meetings Kindergarten Round up Articulation cards FOCUS access</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>Matriculation meetings Annual IEP Meetings Parent Tours</p>

# School BPIE Assessment Priority Indicators

PEMBROKE 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 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 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.