

School Best Practices for Inclusive Education (BPIE) Assessment

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

RAMBLEWOOD ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 2721

Date Meeting Held: 3/9/2023

Initial Information

School Principal: Dacyany Ibarrodo

School Type: Elementary

FIN Trained Meeting Leader/Title: Mary Gaspersich Dunn, ESE Specialist

Team Members Name/Title:

Dacyany Ibarrodo - Principal

Greg Charlotin - Assistant Principal

Mary Dunn - ESE Specialist

Luciana Gentile - Curriculum Coach

Corrie Lohr - Autism Coach

Susan Schaffer - Parent

Darcy Dodge - Guidance Counselor

Adina LaPaglia - ESE Support Facilitator

Amy McKinney - General Education Teacher

Kristen Brown - SLP

Amanda Levine - SLP Special Programs

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>School data chats include ASD Special Program teachers and all SWD.</p> <p>After school tutoring opportunities included students with disabilities according to their individual student data.</p> <p>SWDs were included in schoolwide intervention block.</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.</p> <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 on the school website and on request in the front office.</p> <p>Family input on inclusive practices is gathered in a variety of ways (surveys, interviews, focus groups, etc.).</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>	<p>Fully</p>	<p>Mrs. Dunn 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>Our school provides speech and language services, occupational therapy, Pre-K and ASD Special Program services.</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>Partially Beginning</p>	<p>At this time our main model of support is within a pull-out classroom.</p> <p>SWD are not assigned to classrooms based on their exceptionality or supplementary aids and services needed, with the exception of a supported Kindergarten and 1st grade classroom.</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>Partially Almost</p>	<p>We do not offer VPK services.</p> <p>As an intensive and specialized Pre-K school, our goal is to matriculate students from the Pre-K program into our supported Kindergarten class.</p> <p>General and special education teachers regularly collaborate to plan and implement weekly lessons based on the state standards for early childhood.</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>District Representatives provided sensitivity training for staff members.</p> <p>District Representatives provided training in inclusivity practices.</p> <p>ASD Special Programs coach provided training to teachers and parents in Visualizing and Verbalizing strategies.</p> <p>SLPs provided training to staff and parents on different modalities of communication in response to a parent survey.</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 (e.g., reading and math coaches, paraprofessionals, therapists). Implementation of Reading Horizons program in SWD groups. Implementation of UNIQUE Curriculum, Smiles into Reading, Heggerty, Leveled Literacy Intervention (LLI), Benchmark Intervention, and UFLI.</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>Provided the staff with inclusive practices training.</p> <p>Newsletters, staff rosters, website, and 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 panel is diverse.</p> <p>School reflects the diversity in the community.</p> <p>Interview questions access knowledge and beliefs of inclusive practices.</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.</p> <p>There are designated bus monitors in each school who are responsible for overseeing bus procedures and identifying potential problems.</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 students participate in after school performances, enrichment opportunities, field trips, after school 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>SWDs are included in honor roll and classroom awards.</p>
<p>14. School administrators analyze data to identify professional development (PD) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.</p>	<p>Fully</p>	<p>Specials teams were trained in inclusive practices.</p> <p>District support facilitators regularly provide feedback based on data and/or observation. Feedback includes team specific training sessions.</p> <p>Monthly Literacy Lunch PDs offers data related training to staff.</p>

<p>15. School leaders provide job- embedded professional development 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>Inclusivity training was provided to all staff members.</p> <p>Inclusion Champion and Equity liaison attends and provides training for staff.</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>Support Staff provides in-class coaching on collaborative teaching models; Classroom demonstration of instructional strategies; Team problem solving; Inclusive scheduling;</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>Partially Almost</p>	<p>Master schedule reflects collaborative planning time for collaborative teaching teams. Monthly PD days are designated for teams (including ESE and general education teachers) to plan and discuss grade-level or subject-area concerns related to curriculum and student interventions. The principal schedules time for special education teachers, assigned to different grade levels to meet with general education teams 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.	Partially Beginning	Special Education teachers, School counselor, and related service providers provide updates and suggestions of strategies for specials teachers to use.
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. 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. The instructional goals and learning targets of students with the most significant cognitive disability are based on access points.

<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.</p>	<p>Partially Almost</p>	<p>Families are provided information and opportunities to understand the MTSS process as it relates to tiered interventions for their child. Administrators allocate resources to support schoolwide MTSS, functional behavior assessments (FBA) and PBIS plans. An FBA process is used to identify triggers and replacement behaviors for any student who needs additional behavioral support. 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>Fully</p>	<p>Instructional personnel consider SWD as general education students first and use data-driven decision making to identify supports needed for SWD to make progress in general education and natural contexts.</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 formative assessment to identify student needs, adjust instruction, revise behavior plans and identify opportunities for learning in general education and natural contexts.</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>Ram Buddies Program, Kids of Character, 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 Beginning</p>	<p>Lessons are presented in visual and oral formats. The student responds using eye gaze, choices cards and/or gestures.</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 Beginning</p>	<p>Related services are provided, as appropriate, in general education classes and natural contexts: language therapy is provided to SWD during reading instruction.</p>
<p>26. All paraprofessionals have received PD 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>Paraprofessionals received training on topics related to their work responsibilities. The roles and responsibilities of paraprofessionals are clearly outlined and communicated by administrators and teachers. The principal ensures dedicated time for paraprofessionals to consult with teachers and be involved in student IEP meetings.</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	Our special education teachers are members of the 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.	Partially Beginning	Teachers determine appropriate accommodations and other supports (e.g., behavior, visual and communication) for individual students. Shared planning time/PLCs, Grade level team meetings
29. Family members of SWD are contributing members of school decision-making groups.	Partially Almost	All families are invited and encouraged to participate in School Advisory Council and PTO. Parent surveys sent out monthly by curriculum coach to determine need for parent trainings. Invitation to families to participate in the RTI/MTSS process.
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Partially Almost	Coffee/Collaboration training for parents. Schedule of ongoing learning opportunities is provided to all families via newsletter, website, emails, etc. ELL Family Nights Multicultural 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>Partially Almost</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 (i.e. visual supports, checklists, token systems, etc.)</p>
<p>32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.</p>	<p>Partially Almost</p>	<p>Distribution of School Improvement Plan uploaded on school website</p>
<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Fully</p>	<p>Matriculation meetings and articulation meetings.</p> <p>School/classroom/program tours with families.</p> <p>Kindergarten Roundup twice annually.</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>Partially Almost</p>	<p>Articulation meetings, Matriculation, annual IEP meetings, PSSPs.</p> <p>Collaboration with District program specialists.</p> <p>Scheduled tours of matriculating middle schools.</p> <p>District program specialist observations.</p> <p>School wide inclusion protocol.</p> <p>Schools identify and share individual needs of SWD, through the inclusive scheduling process, as they transition from grade to grade.</p>

School BPIE Assessment Priority Indicators

RAMBLEWOOD 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 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.
- 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 24. There is a school-wide approach for planning and implementing Universal Design for Learning (UDL) across all instructional and non- instructional school contexts.