

School Best Practices for Inclusive Education (BPIE) Assessment

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

MAPLEWOOD ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 2741

Date Meeting Held: 9/25/2025

Initial Information

School Principal: Camille Orr

School Type: Elementary

FIN Trained Meeting Leader/Title: Camille Orr, School Principal

Team Members Name/Title:

Camille Orr

Maria Castranovo

Erika Bretz

Priscilla K. Moore

Domain I: Leadership and Decision Making

| Indicator | Implementation Status | Data Sources/Supporting Evidence |
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| 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 | FAST Testing iReady Benchmark and Envision Assessments |
| 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. | Partially Almost | Data Reports Support & Leadership Team Meetings SAC Meetings |
| 3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD. | Fully | Maria Castranovo ESE Specialist 754-322-6800 |
| 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 | Emails to ESE Program Specialists, and district ESE administrators |
| 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. | Partially Almost | Schedule for related services Rosters identifying SWD who participate in ELO camps |

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| <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> | Fully | Master schedule Schedule for related services |
| <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> | Partially Almost | Teacher Schedules |
| <p>8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.</p> | Partially Almost | Assistive Technology Text Sets Inventory Lists |
| <p>9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.</p> | Partially Almost | Family Resources faculty Meeting Agendas Staff Handbook |
| <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> | Fully | Interview Questions |
| <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> | Fully | Bus Rosters Field Trip Attendance Rosters Emails |
| <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> | Fully | Student Schedules Club Rosters |

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| 13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school. | Fully | Honor Roll Rosters Award Program Rosters |
| 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 | PD Rosters Invitational Email to staff regarding PD |
| 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 | School PD Plan PD Agendas and Sign In Sheets |
| 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. | Partially Almost | Team Meeting Agendas Planning Meetings Inclusive Scheduling |
| 17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans. | Partially Almost | Master Schedule Collaborative Planning session PLC Team Meeting Agendas |

Domain II: Instruction and Student Achievement

| Indicator | Implementation Status | Data Sources/Supporting Evidence |
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| 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 | Special Teachers collaborate with ESE Teachers monthly Inclusive Specials |
| 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. | Partially Almost | All IEP goals and objectives are aligned to grade level standards Teacher lesson Plans Walkthrough include ESE classrooms (Special Programs and PreK ESE) |
| 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 | MTSS meeting schedule and minutes reflect intervention and FBA reviews and development Interventions documented in FOCUS School rules and procedures are posted school wide |
| 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. | Partially Almost | Data Chat Agendas and meeting minutes Monthly grade level check ins with admin ESE Specialist classroom walkthroughs General Ed teachers collaborate with all SWD providers and monitor scholar's progress |

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| <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>iReady individual student usage data MTSS meeting minutes Classroom data from formative and summative data Individual student behavior plans</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>Partially Almost</p> | <p>School-wide character education Anti-bullying program 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>Teachers differentiate instruction with the use of technology to allow multiple means of representation, expression and engagement</p> <p>Lessons are presented in visual and oral formats through digital programs.</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>1. Related services are provided as appropriate in general education classes or natural contexts (PT)</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>Job descriptions ESP Schedules Job descriptions</p> |

Domain III: Communication and Collaboration

| Indicator | Implementation Status | Data Sources/Supporting Evidence |
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| 27. All special education teachers are full, collaborative members of a general education curriculum team. | Fully | Special Education Teachers attend PLCs with general education teachers Special Education Teachers attend Team Meetings with general education teachers Grade level team minutes |
| 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 | Master Schedule Teacher Lesson Plans Coaching Logs |
| 29. Family members of SWD are contributing members of school decision-making groups. | Partially Almost | SAC Sign In Sheets PTO Sign In Sheets SAF Sign In Sheets |
| 30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data. | Partially Almost | School wide Family Night Sign In Sheets ESE Family Night Sign In Sheets |
| 31. When communicating with families of SWD, all personnel consider family members as a resource and obtain their input in planning and problem solving. | Partially Almost | Parent Conference Meeting Notes Interim reports Dojo Messages |
| 32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually. | Partially Almost | Quarterly newsletters Open House powerpoint SAC Monthly meeting minutes |

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| <p>33. The school uses a person-centered planning process for SWD.</p> | <p>Partially Almost</p> | <p>Matriculation meetings are held for scholars transitioning from Prek-kindergarten and fifth grade to middle school Kindergarten round up Kindergarten tour</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>Matriculation meetings for scholars moving from prek-kindergarten and fifth grade to middle school School tours</p> |

School BPIE Assessment Priority Indicators

MAPLEWOOD 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 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.
- 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 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.