

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

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

**GRIFFIN ELEMENTARY SCHOOL**

**District Name: Broward**

**MSID Number: 2851**

**Date Meeting Held: 4/15/2025**

# Initial Information

**School Principal:** ANGIE MOODLIYAR-JONES

**School Type:** Elementary

**FIN Trained Meeting Leader/Title:** support@fcim.org Support, FIN Facilitator

**Team Members Name/Title:**

Angie Moodliyar-Jones - Principal

Thomas Nordstrom - Assistant/Interim Principal

Deborah Chmura - Literacy Coach

Teena Novack - Guidance Counselor

Sasha Lyn - ESE Support Facilitator / FIN Facilitator

Sabrina Krause - ESE Specialist / FIN Facilitator

Angela Keller - Parent

Valerie Burd - Teacher

## 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>District/Schoolwide assessments and any alternative assessments (Progress Monitoring, i-Ready, Benchmark, Savvas, IEP goal data tracking)</p> <p>Special program students have sheets for tracking and analyzing their points earned daily</p> <p>RTI data charts, PLC, and data chats</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>Parent/School News Letter</p> <p>SAC meeting</p> <p>RTI data charts, PLC, and data chats, school improvement plan</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>The ESE specialist oversees, coordinates, and monitors all SWD programs/practices</p> <p>Also included 2 SLPs who oversee communication needs and 2 Support Facilitators who oversees student academics, independent functioning, and social/emotional behaviors.</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>Regular meeting with the district/program specialist to evaluate and analyze all SWD needs and support mainstreaming to the maximum extent possible</p> <p>Student on reassignment and/or scholarships are included in all school programs</p> <p>Administrations (principal) and ESE specialist contact the district (program specialist, compliance, etc.) when needed in support for the special programs (EBD and Pre-K) via email and phones calls</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 Almost</p>	<p>The students in the special program are not scheduled to receive education in the general education class unless there is sufficient data to support mainstream (IEP data collection, leveled point system criteria)</p> <p>Progress monitoring meetings are scheduled as need to discuss data that supports mainstreaming individual students.</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>Currently Pre-K B (Specialized Pre-K) and Pre-K C (Intensive Behavior Pre-K) are in classes with SWDs and peers without disabilities.</p> <p>Students receive special education in the general education kindergarten classes regularly.</p> <p>Kindergarten SWDs are mainstreamed into the general education kindergarten classes with data sources within the IEPs</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>Administrators communicate regularly with staff and all parents (i.e. faculty/staff meetings, newsletters, SAC)</p> <p>Staff- weekly memos, weekly emails, and bi-monthly meetings</p> <p>Parents- weekly and/or monthly newsletters, social media announcements, robocalls, emails</p> <p>Trainings are offered to staff and PLCs are conducted.</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>Staff is provided with the necessary materials for differentiated instruction like supplemental materials, differentiated reading materials, and achievement data</p> <p>Personnel (coaches, paraprofessionals, support facilitators) are assigned to support in need when needed</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>First language used for all students when appropriate (weekly and/or monthly newsletters, social media announcements, robocalls, emails)</p> <p>Faculty handbook</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 are available and lists topics related to inclusion and diversity</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>Staff are in place to monitor bus changes and accommodations</p> <p>They report to the support team and administration when needed.</p> <p>Students are advocated for when accommodations are needed by the department of transportation.</p> <p>All students attend grade level 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>All students are invited to participate in any school related events, field trips, clubs, etc.</p> <p>Activities are advertised on social media, school website, newsletters, etc.</p> <p>PALS Inclusion Club: special program students paired with general education students to participate in social activities.</p> <p>Book Buddies: all 5th grade and kindergarten classes participate in academic and social activities together.</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 invited and included in the quarterly assemblies and honor 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>Ongoing PD opportunities are offered to provide skills and practices to better provide inclusive practices and administration collects PD interest for staff</p> <p>PCM training is provided to EBD cluster teachers and paraprofessionals with deescalating strategies</p> <p>PLC and DATA chats are facilitated regularly</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>PDs are provided for all staff for best practices for inclusive education for all SWD, whether in person or virtually (i.e. PLC, team planning, etc.)</p> <p>District support personnel are available when needed to assist and offer strategies and feedback</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>PLC meets twice a month with attendance records</p> <p>Weekly grade level team meetings are held</p> <p>Monthly Team Leader meetings are held</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>All class schedules are reviewed and aligned to provide staff planning, specials, breaks</p> <p>Morning and afternoon campus duties are distributed evenly among staff equally</p> <p>Monthly Team Leader meetings</p> <p>Twice a month PLC meetings</p> <p>Team planning to facilitate collaborative lesson planning</p> <p>Support team members provide guidance and support to each grade level when needed</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>ESE teachers, paraprofessionals, and related service providers meet with the special teachers/team to review SWDs and their needs during the planning week and all throughout the school year when needed</p> <p>Specials teachers are notified of any schedule changes like mainstream students attending specials with the general education classes</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>Florida Standards are followed with accommodations and differentiation of the curriculum through collaborations, team meetings, and PLCs</p> <p>ESE teachers use IEP goal trackers for progress</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.	Fully	<p>The Collaborative Problem Solving Team meets weekly, including both teachers and parents</p> <p>Frameworks and guidelines are provided to all staff</p> <p>Staff members collect RTI data in accordance with established procedures, supported by guidance from the Collaborative Problem Solving Team</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>ESE and general education teachers meet regularly to consult and collaborate on student data, making instructional adjustments as needed</p> <p>Interim IEP meetings are conducted as necessary to address student needs</p> <p>PLP forms, ESPs collect data when students are mainstreamed into the general education, RTI, FBAs, PBIP, portfolio assessments, and behavior plans/contracts</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>The STAR Leveled Point System is implemented within special programs to monitor student progress and determine eligibility for mainstream opportunities when the students are ready</p> <p>Regular data chats are held to review both academic and behavioral data to provide assistance, if needed. ESE teachers use IEP goal trackers for progress</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>School-Wide plan is in place to promote a positive relationships and social responsibilities among all students (i.e. mentor programs, PALS Inclusion club, school counselors, Peace Week, Kindness Week, Red Ribbon Week, Anti-Bullying Assembly, etc.)</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>Small group instruction is used to differentiate lessons according to students' individual needs and skill levels</p> <p>Accommodations are provided to support each student based on their specific learning requirements</p> <p>Push In and Pull out services, schedules support speech, OT, PT, etc.</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>Services are determined and documented in students' IEPs based on their individual needs</p> <p>Provider schedules are adjusted as necessary to effectively service SWDs</p> <p>Push In and Pull out services, schedules support speech, OT, PT, etc.</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>Fully</p>	<p>Monthly meetings are held with paraprofessionals to review job responsibilities and address any questions or concerns</p> <p>An EBD Handbook is provided to paraprofessionals working with students in the EBD programs</p> <p>Individual meetings are conducted with paraprofessionals to review students' IEPs, as appropriate based on their assignments</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	<p>All ESE teachers are included with grade level team meetings and meet regularly</p> <p>General education teachers and special education teachers collaborate to complete PLP forms and regularly schedule consultation and collaboration services</p> <p>Twice a month PLC meetings are held</p>
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	<p>ESE teachers collaborate with general education teachers in drafting IEPs</p> <p>General education teachers actively participate in IEP meetings and contribute to the development of the plan</p> <p>Ongoing collaboration between ESE and general education teachers ensures differentiated instruction and supports are aligned with student needs</p>
29. Family members of SWD are contributing members of school decision-making groups.	Fully	<p>Parents and family members of SWDs are part of and participate in SAC/SAF, PTA, and assist with various school-wide activities all throughout the school year</p>

<p>30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.</p>	<p>Partially Almost</p>	<p>Informational sessions are held to provide family learning opportunities and any resources</p> <p>Parents and any guests of their choice are active members of the child(ren)'s IEP team and are encouraged to collaborate and contribute to the plan</p> <p>Broward County Survey is issued at end of school year</p>
<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>Informational sessions are held to provide family learning opportunities and any resources</p> <p>Parents and any guests of their choice are active members of the child(ren)'s IEP team and are encouraged to collaborate and contribute to the plan</p> <p>Broward County Survey is issued at end of school year</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>Administrators share school data with staff during planning week and at faculty/staff meetings, while parents receive it at open house, SAC, school website, weekly newsletters, etc.</p> <p>Administrators regularly report student progress and relevant data to the Cadre Director</p>

<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Fully</p>	<p>IEP data and goals guide the planning process to ensure instruction is tailored to meet each student's individual needs with the general education teacher, ESE specialist, ESE support facilitator, etc.</p> <p>Transition IEPs (TIEPs) have occurred more frequently this year due to the change in age requirements; however, most post-secondary institutions are not yet applicable for 5th-grade students</p> <p>ESE providers participate in grade level planning meetings</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 for all 5th grade students and middle school tours</p> <p>Regular tours are offered for families of incoming students to support a smooth transition</p> <p>Vertical planning and articulation meetings are held at the end of the school year to ensure continuity of support and instruction</p> <p>The school social worker is available to connect families with resources and support services as needed.</p>

# School BPIE Assessment Priority Indicators

GRIFFIN 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 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.
- 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.