

School Best Practices for Inclusive Education (BPIE) Assessment

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

COUNTRY ISLES ELEMENTARY SCHL

District Name: Broward

MSID Number: 2981

Date Meeting Held: 1/9/2025

Initial Information

School Principal: MINDY MORGAN

School Type: Elementary

FIN Trained Meeting Leader/Title: Elizabeth Yanik, ESE Liaison

Team Members Name/Title:

Mindy Morgan, Principal

Christina Calderon, autism coach

Susan Divine, PreK / Inclusion Champion

Michelle Kobelin, gen ed teacher

Mirna Baca, ESE parent

Elizabeth Yanik, ESE Specialist

Robert Brouse, PE coach

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 SIP plan RtI/ MTSS meetings parent/teacher conferences
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	IEP meetings SAC data chats
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	ESE Specialist Autism Coach Inclusive 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	FESUA Reassignment procedures
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	Information listed in IEP as far as services and placement to address individual needs

<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	participation in school wide activities, PreK teachers meet with district program specialists
<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>	Fully	Faculty meetings Heads Up weekly document sent from administration Data chats
<p>8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.</p>	Fully	AIM meetings team meetings
<p>9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.</p>	Partially Almost	Data chats professional development
<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	particular school staff is involved in interview process for vacant positions. Questions are generated by team
<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	Transportation information is shared with team leaders when completing necessary paperwork for field trips to ensure participation of all students
<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	field trips school wide activities grade level activities fundraisers

13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Fully	Honor Roll Brag Tags
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	AIM meetings team meetings
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	individual training provided by staff members
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.	Fully	literacy coach iReady trainings SIP
17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Fully	team meetings agendas are created

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	conversations are held with specials teachers but will do more frequently
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	Standards are discussed at team meetings
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 meetings are held
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	PLP checklist for IEP data meetings with administration
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.	Fully	continue to monitor academic and behavior strategies for success in Least Restrictive Environment
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.	Fully	School Wide PBIP lesson plans Play Pal programs

<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>faculty meetings AIM meetings</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>This is individualized for students with IEPs. Continuum of services is discussed for students ranging from consultation/collaboration to separate class.</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>behavior training provided to ESPs</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	AIM meetings faculty 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	participating in week team meetings
29. Family members of SWD are contributing members of school decision-making groups.	Fully	parent input is collected in meeting to capture meaningful participation parent volunteers
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Partially Almost	information from district is disseminated on school website
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	conferences prior to IEP meetings to review present level and goals homenotes for students that have it listed on IEP
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Fully	SAC/PTA meetings social media pages progress report/report cards
33. The school uses a person-centered planning process for SWD.	Fully	IEP information and present level of performance Play Pals

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).	Fully	matriculation meetings from PreK to K and 5th to 6th Zone Defense schedule IDEA information
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School BPIE Assessment Priority Indicators

COUNTRY ISLES 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 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.
- Indicator 30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.