

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

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

**CORAL PARK ELEMENTARY SCHOOL**

**District Name: Broward**

**MSID Number: 3041**

**Date Meeting Held: 8/20/2025**

# Initial Information

**School Principal:** CAMILLE PONTILLO

**School Type:** Elementary

**FIN Trained Meeting Leader/Title:** Stephanie Ramage, ESE Liaison

**Team Members Name/Title:**

Stephanie Ramage, ESE Specialist

Camille Pontillo, Principal

Hoanca Schneider, Autism Coach

Dina Burnos, ESE Teacher

Sonya Bent, Parent

Yolanda Garcia, Equity Liaison

## 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	Master Schedule Assessment Data Educational Environment
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	Copy of goals related to short- and long-term improvement efforts, roster and schedule of school leadership team meetings showing diverse representation.
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	Staff Roster: Hoanca Schneider Stephanie Ramage Dina Burnos Joanna Aran
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	Families acknowledge that the school can address their child's needs, regardless of the disability as shared in parent input of the IEP, emails and conferences.

<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>All teachers ensure that every student feels welcome and achieves his or her potential in general education classroom and other contexts. Mainstreaming is implemented for all domains. Support personnel have flexible schedules to allow for assistance in general education and other settings. Schedules evidence that SWDs spend as much time as possible in heterogeneous classes.</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>Fully</p>	<p>Schedules of SWD, ages 3-5, indicating the location(s) where related services are provided to those students. Teacher lesson plans indicating appropriate curriculum adaptations or interventions for SWD in the general education, early childhood curriculum.</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>Interviews and teacher schedules School master schedule begins with ESE push in and pull out support scheduled prior to additional schedule requirements.</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>Supplemental materials for core subject areas are related to academics standards. Resources, coaches, and support are available to all teachers.</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>School improvement plan, electronic communication (i.e staff handbook and website) first person language is always required by school administrators.</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 for all positions at the school assess applicants' knowledge to ensure 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>Bus schedules and rosters, school site map (including bus locations) and field trip documentation.  Staff AM and PM posts.  All students may arrive by car, on foot, or bus. Bus arrivals and departures occur at the same time and location for all students.  Walkers are dismissed through two gates for both students with and without disabilities. Car pick up is available in the same place and same time for students with and without disabilities.</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 may participate in all activities. SWD are included in all field trips and are able to attend onsite activities safety patrol, student government, school dances, book fairs, movie nights, student rewards, and all other events</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>All students are included and eligible for honors and awards. Students with and without disabilities are recognized for honors and awards at the same celebration. This can be verified through a list of award recipients.</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>Administrators analyze student performance data, staff and family needs assessments/ surveys. Administrators analyze data from classroom observations. Administrators obtain input from IEP teams. Regularly scheduled data checks/discussions are conducted across school teams. Sign in sheets are available for verification</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>PD is provided through existing school structures, such as PLCs, collaborative team planning, lesson study, peer coaching. School leaders participate in professional development activities provided to teachers and staff on inclusive educational practices</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>A key person at the school coordinates activities related to needs assessments and TA for individual staff and collaborative teams. Teacher leaders are identified to provide ongoing follow-up, coaching and feedback to teachers and teams</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>Administrators ensure that teacher duty assignments are distributed across all staff, allowing time for collaborative teachers to plan. Agendas and logs from collaborative planning sessions are available for administrators to review. There is evidence that lesson plans are developed collaboratively and include shared roles and responsibilities for instruction and assessment</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	ESE teachers and support services personnel solicit feedback from specials, electives or CPE teachers to determine the effectiveness of instructional accommodations or modifications.
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	Teachers modify learning goals and instruction for students with the most significant cognitive disabilities using the same, or similar, age-appropriate materials as those used by students without disabilities. The instructional goals and learning targets of students with the most significant cognitive disabilities are based on access curriculum . IEP goals and objectives for all SWDs are aligned to the state standards.

<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>Members of the school MTSS team are assigned to provide support to specific grade-level or subjectarea teams. Families are provided information and opportunities to understand the MTSS process as it relates to tiered interventions for their child. Documentation is in the MTSS schedules. An FBA process is used to identify triggers and replacement behaviors for any student who needs additional behavioral support.</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>Partially Almost</p>	<p>General education teachers collaborate with special education teachers, and other related services personnel, to use a variety of data collection tools and processes to continuously assess progress of SWDs in general education classrooms and natural conte to use a variety of data collection tools and processes to continuously assess progress of SWDs in general education classrooms 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>Teachers of students in special program self-contained classrooms use formative assessment data to increase time SWDs receive instruction in natural contexts, such as lunchroom and recess. 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>School guidance counselor(s) are involved in identifying and coordinating schoolwide programs for anti-bullying, peer support, 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>Teachers allow students to respond orally to assessments.  Teachers involve students with disabilities by regularly using instructional strategies that support more complex thinking rather than watering down the curriculum.  Teachers and support personnel use assistive technology for students who need it, including low-tech strategies and high-tech communication systems and software.  Teachers differentiate instructions to allow multiple means of representation, expression and engagement. Lessons are presented in visual and oral formats. Instructional technology, matched by the needs of individual students, is effectively used for instruction in all classrooms.</p>
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<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>When developing the school's master schedule, SWDs are scheduled first. The school master schedule reflects a variety of service delivery models used across the school, including coteaching, support facilitation and consultation. When providing in-class support, teachers select and use various approaches, such as station teaching, parallel teaching and alternative teaching, based on the needs of the students and the intended outcome(s) of instruction and assessment. Collaborative teachers can explain why they selected a structure for a particular lesson. Collaborative teachers share accountability for coplanning and codelivering instruction and co-assessing all students. Verification is through IEP's and student schedules.</p>
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<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>The roles and responsibilities of paraprofessionals are clearly outlined and communicated by administrators and teachers. Teachers and paraprofessionals discuss strategies and methods to provide individual support to SWDs in general education classrooms and natural contexts. PD options are shared with paraprofessionals. Support personnel are available to discuss work responsibilities</p>
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**Domain III: Communication and Collaboration**

Indicator	Implementation Status	Data Sources/Supporting Evidence
<p>27. All special education teachers are full, collaborative members of a general education curriculum team.</p>	<p>Fully</p>	<p>Curriculum meeting notes and schedules verify that special and general education teachers meet regularly to share information on curriculum and individual student support needs.</p>
<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.</p>	<p>Fully</p>	<p>Teachers have a consensus on grading procedures, especially when accommodations or modifications are provided for individual students.            Teachers share roles and responsibilities such that distinctions between special education and the content- or grade-level teacher are not obvious.            Administrators provide ongoing support to assist collaborative teachers in identifying, clarifying and developing their roles and responsibilities.</p>

<p>29. Family members of SWD are contributing members of school decision-making groups.</p>	<p>Fully</p>	<p>Family members of SWDs are active members of groups such as the ParentTeacher Association (PTA) and school sub-committees. Family members of SWDs participate in school decisionmaking based upon annual measurable outcome data for students with and without disabilities</p>
<p>30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.</p>	<p>Fully</p>	<p>Data are gathered from families via surveys, interviews, suggestion box, etc. which is presented in other languages besides english</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>Families receive support and resources, such as checklists or point systems, to implement behavior support plans at home and in the community. Teachers maintain ongoing communication with families to ensure support plans are consistent from school to home and community. Teachers obtain family input by creating a student profile for a student with significant behavioral support needs (e.g., interventions that have worked at home or in other settings). Structures are in place for educators and families to share ongoing information about access, equity and progress of SWDs.</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>SIP</p>
<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Fully</p>	<p>There is an established protocol for facilitating a smooth transition for SWDs from grade to grade and school to school</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>Vertical planning between teachers from school to school includes sharing information and effective instructional or behavioral supports for individual students. Schools identify and share individual needs of SWDs, through the flexible scheduling process, as they transition from grade to grade.</p>

# School BPIE Assessment Priority Indicators

CORAL PARK 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 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.
- Indicator 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.