School Best Practices for Inclusive Education (BPIE) Assessment

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

COUNTRY HILLS ELEMENTARY SCHL

District Name: Broward

MSID Number: 3111

Date Meeting Held: 5/30/2025

Initial Information

School Principal: NICOLE ORTEGA   **School Type:** Elementary

<u>FIN Trained Meeting Leader/Title:</u> Kristy Pagan, ESE Liaison

<u>Team Members Name/Title:</u>
Kristy Pagan-ESE Specialist/Meeting Leader
Nicole Ortega-Principal
Rowena Thomas-Assistant Principal
Lauren Duck-Parent of ESE student
Angela Scalici-Young-Parent of ESE student
Amy Rogalla-ESE Teacher
Jillian Messing-Speech Language Pathologist
Tammi Cost-Literacy 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	School wide MTSS block, Data chats, RTI meetings, PLCs
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	BPIE, SAC Meeting, Inclusive Scheduling
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	Clearly identified roles within Leadership team and ESE team.
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	K Round Up, Field trips for all students, School tours, Scheduling special programs with grade level activities/schedules, School placement/location
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	Inclusive scheduling

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. *schools with Pre-K programs only	No Pre-K	
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.	Fully	Faulty meeting, Team leader meetings
8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.	Fully	Accessible materials, ESE team collaborates with Gen Ed teachers for accommodations and modifications to support SWDs in the general education setting.
9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.	Fully	School documents, newsletters, flyers and announcements
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.	Fully	Interview protocols, Team interview
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.	Fully	Bus liaison collaboration with ESE liaison, Field trips, accommodating wheel chair drop offs
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.	Fully	Grade level integration with students in the cluster, Field trips, scheduling

13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Fully	Rising Star, Fifth Grade Assembly, School Wide positive behavior plan
14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.	Fully	Data chats, team meeting agendas
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	PLCs , Staff training of accommodations, District support, Science of Reading training
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	Inclusive scheduling, Planning and implementing behavior supports
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	school master schedule reflects collaborative planning time for collaborative teaching teams

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	Shared planning, Collaboration during specials with providers.
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
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	School wide MTSS schedule
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	Classroom data, shared documentation of DARS, COREs, KeyMaths, Benchmarks, District provided assessments.
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.	Partially Almost	Brigance, Unique Learning system
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	Panther Pals group, No Place for Hate group, Book buddies

24. There is a school-wide approach for planning and implementing Universal Design for Learning (UDL) across all instructional and non- instructional school contexts.	Partially Almost	AT devices implemented in general education, Calming tools and corners provided to general education teachers, Instructional strategies shared with ESE teachers
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.	Fully	Majority of services provided within the class through support facilitation.
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.	Partially Almost	Training in behavior and medical by district support staff, Team leader provided for monthly check-ins

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.	Partially Almost	ESE teachers on grade level PLCs, and team meetings. ESE staff included in leadership 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 Almost	Teachers determine appropriate accommodations and other support
29. Family members of SWD are contributing members of school decision-making groups.	Fully	Parents involved in all decision making of IEPs with multiple ways to participate provided.
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	ELO camps, SAC meetings, Parent link calls, New World Reading, Multiple translators available
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	IEPs reflect parent input
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Partially Almost	SAC, SIP
33. The school uses a person-centered planning process for SWD.	Partially Almost	Matriculation meetings

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	Vertical planning between teachers from school to school includes sharing information and effective instructional or behavioral supports for individual students. Matriculation Meetings

School BPIE Assessment Priority Indicators

COUNTRY HILLS 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 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.

- Indicator 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.

- 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.