

School Best Practices for Inclusive Education (BPIE) Assessment

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

QUIET WATERS ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 3121

Date Meeting Held: 12/1/2023

Initial Information

School Principal: GEOFFREY HENNING

School Type: Elementary

FIN Trained Meeting Leader/Title: Monica Stokes, Assistant Principal

Team Members Name/Title:

Geoff Henning - Principal

Ramona Reliford - Assistant Principal

Jennifer Gussack - ESE Specialist

Marisol Homidas - ESOL Coordinator

Susan Donahue - Guidance Counselor

Wanda Kollar - Guidance Counselor

Karina Porter - Social Worker

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>We analyze FAST Scores, End of Year Assessments, iReady Diagnostics and other assessments. We utilize PLC's, Team Collaborative Planning meetings, and Team Meetings to discuss any barriers that may exist. There is ongoing communication with the ESE Team. The ESE teachers conference with students to discuss their goals periodically.</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>We conduct monthly SAC meetings to discuss the SIP and the goals. Members provide direct input in creating and implementing the plan at our school. The SIP is available on the school's website for all stakeholders. The needs and support of our inclusive students are discussed at our monthly support staff meetings and educational practices are modified as needed to ensure success of all students.</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>Our Key person that oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD is our ESE Specialist with support from Administration. ESE Teachers and Gen. Ed. teachers who have SWD's in their classroom also participate in the implementation of best practices.</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>Our program continues to grow as we now have three Pre-K classes that offer students in and out of boundary a seat. After pre-k, students may matriculate into our Kindergarten classes, even if not in our boundary, after applying for reassignment.</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>Fully</p>	<p>It is the practice of Quiet Waters to ensure all students are integral part of our school. Therefore, SWD's are mainstreamed into the regular education setting in an age appropriate class for 80% of the day. We make sure their needs are met based on their IEP goals.</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>The Pre-K student are in a self-contained classroom. They are mainstreamed into the regular educational setting during assemblies, recess, and lunch times. Several of our SWD's in Kindergarten are in a regular education classroom setting. Their needs are met by the classroom teacher and/or ESE support teacher. If needed, the SLP provides support as called for on their IEP.</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>Administration communicates expectations on an ongoing basis to the entire staff as to how all students are our responsibility and their their needs must be met no matter their level of function. Expectations are communicated via PLCs, grade level meetings, team leader meetings and newsletters.</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>Resources and materials are made available to every student based on their level and need. The administration utilizes observations and collection of data to track the implementation of the resources. Review of lesson plans is also a source of monitoring the use of resources provided.</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>Administration provides family resources in their first language via our school website. Important documents, such as the staff roster and handbook are available to first language. Administration clearly communicates their expectations as to how students are to be addressed in class within staff conversations by modeling the use of person first language. If needed, we utilize our ESOL Coordinator and other members of our ESOL team to translate.</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>When interviewing for any position, Administration provides an overview of our school to the candidate which includes sharing the amount of Pre-K classes and ASD Clusters. This gives the candidate a good idea of the type of school we have. There are specific questions related to SWDs to ensure that the candidate has knowledge and beliefs that are aligned to our inclusive practices as applicable to the position for which they are applying.</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>SWDs are transported with regular students on county buses and private aftercare buses. Our SWDs are eligible to attend all of our field trips and if needed, a request is placed for a bus to accommodate all students and their needs. Many of our students attend our school run aftercare program. There is a team that oversees the arrival and dismissal procedures of all of our students.</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>Every student who attends the school has the same opportunity to participate in all school sponsored activities, clubs, and groups.</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 SWDs are able to earn Honor Roll, Reading Across Broward, Citizen of the Month, and earn Manatee Bucks. These are incentives being offered to all students.</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>Partially Almost</p>	<p>After analyzing data, school administrators gather with the support staff to discuss the needs of all of our students and determine which professional development will have the most impact on student achievement from all students.</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>Partially Almost</p>	<p>Administrators are assigned to monitor and assist all grade levels, as well as, to provide assistance in staff roles in their classrooms or in the school. PD is developed or staff may be asked to attend specific PD as related to their role and in respect to best practices in inclusive education of SWDs.</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>Partially Almost</p>	<p>Administrators are assigned to each grade level to assist in determining the needs for technical assistance and either provide modeling/coaching by way of a Program Specialists of Behavior Tech. The curriculum coaches and ESE Specialists are encouraged to provide behavior supports, coaching support and to model best practices in inclusive classrooms.</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>Partially Almost</p>	<p>The Master Schedule was developed around SWDs and to ensure inclusive education of all SWDs. Collaborative planning teams are scheduled quarterly to include all teams and allow for planning for all students. PLCs are also utilized to ensure planning time is allotted for all students. Lesson plans are monitored and reviewed quarterly to ensure collaboration.</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.	Partially Beginning	SWDs in our supported classes are accompanied by teacher assistants and occasionally joined by RBTs to observe and provide feedback and accommodations when needed.
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	All classroom teachers who have SWDs follow the IEP and utilize the BEST Standards to plan for instruction to meet the needs of their students.
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	We have a very active and proficient RTI and MTSS process. Members of the MTSS team are assigned to provide subject area support to every teacher. The framework of the MTSS process is also designed to address behavior and identify cognitive disabilities. All teachers utilize this framework and team to support the success of students with and without disabilities.

<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>All teachers use formative assessment data to adjust instruction, revise behavior plans and determine individual student responses to interventions in general education and ESE Classes. We analyze data from our ESE teachers and ESSER teachers through our RTI process. We also consider the data collected from WIDA and Imagine Learning when making instructional decisions. Information helps all teachers create the best scenario for the success of all students.</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>Our ESE 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>Lessons on tolerance, acceptance, and Character Traits are being taught throughout the school by the Guidance Counselor. Staff ensure everyone is viewed as a special person that contributes to what makes our school great.</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>Lesson plans are monitored to ensure that planning of UDL is evident. Observations, including walk-throughs, are also used to ensure the implementation of such plans. During instruction, students with disabilities are giving appropriate wait-time to respond. Our teachers also support the instruction by using visual and digital aids. All students are given the support needed to maximize their potential academic growth.</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>We have push-in and pull-out models of instruction going on in every grade level by our ESE teachers to support our SWDs. Students are also met by our SLPs for consult and therapy. Our ESE Specialists plays an integral part in creating space for our SWDs in each general education class. Those decisions are based on learning styles and the needs of the individual students.</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>All classroom assistants are offered training by the district on how to interact and assist the teacher and student in the classroom setting.</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.	Partially Almost	Special Education Teachers attend grade level meetings, PLCs, or meetings related to the SWDs they service.
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	Administrators attend various grade level meetings and PLCs to be a part of the discussion on appropriate planning processes, accommodations and other supports to ensure that teachers share roles and responsibilities as well as reflect on their practice.
29. Family members of SWD are contributing members of school decision-making groups.	Fully	Parents are invited to all IEP meetings to offer suggestions on the learning path of their child and/or children. We recruit parents to join our SAC Committee and ask that we have representation from those with SWDs.
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	Parents and staff are invited to attend and become a part of our School Advisory Council. In those meetings, families gain knowledge about learning opportunities that are occurring throughout the school. They're input is valuable. The school psychologist provides resources to our families during IEP meetings and the school social worker reaches out to families to connect them with community resources.

<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>Teachers maintain ongoing communication with families to ensure support plans are consistent from school to home and community. We utilize our school social worker and psychologist to communicate to and support all families at our school. Information gained from families help teachers create student profiles.</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>ESE Specialists and staff provide reports at the end of the school year to parents that provides information about their child's progress. Inclusive practices/expectations are also discussed and reviewed during preplanning week with all staff.</p>
<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Fully</p>	<p>All stakeholders that work with SWDs meet regularly to discuss their needs. At the end of the year, articulation cards for SWDs are also discussed and utilized for proper placement. This calls for a smooth transition into the next grade level.</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>Administrators proactively ensure that supports follow all SWD as they transition from grade to grade, school to school and district to district. Teachers may provide information to the next year's teacher via articulations cards or via face to face meetings. Individual needs are discussed and proper staff and/or resources are planned and implemented.</p>

School BPIE Assessment Priority Indicators

QUIET WATERS 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 14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.
- 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 17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.
- Indicator 27. All special education teachers are full, collaborative members of a general education curriculum team.