

School Best Practices for Inclusive Education (BPIE) Assessment

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

TEQUESTA TRACE MIDDLE SCHOOL

District Name: Broward

MSID Number: 3151

Date Meeting Held: 9/17/2024

Initial Information

School Principal: Robert Rivera

School Type: Middle/Junior

FIN Trained Meeting Leader/Title: Jessica Winter, ESE Liaison

Team Members Name/Title:

Jessica Winter-ESE specialist

Selima Mignott-Watson-8th grade administrator/ESE administrator

Carol Nissen-7th grade administrator

Cynthia Veronick-6th grade school counselor

Phillip Jones-7th grade school counselor; SWD parent

Lydia Margelot-8th grade school counselor

Heidi Golovin-School Psychologist

Marnie Chapman-Lang-School Social Worker

Nicole Ancieta-ESE teacher

Kristy Rosario-Reading Coach

Melyssa Silva-General Education 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>	Partially Almost	<p>Through full engagement in the HMH Read 180 and The Code Programs as well as collaboration with ESE Support Facilitators pushing into the ELA classrooms and collaboration with Support Staff for strategies through visits in small group PLCs, the percentage of ESE students scoring a level 3 or higher on FAST PM3 will increase from 39% to 43% by May 2025.</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>Our school has completed 4 BPIE assessments to date and have met many of the evidences of practice. We have successfully developed and utilized MTSS practices.</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>We have 3 non-instructional positions designed to meet those needs. One assistant principal is assigned to ESE responsibilities. An ESE certified teacher identified as the ESE specialist allots 100% of the school day to manage the programs and supports the needs of the ESE population.</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>We provide full access and opportunity for all students.</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>The majority of our SWD's are fully mainstreamed for their day. Students in the self-contained classrooms are given opportunities to engage with general education peers, both before and after school. Our support model is a push-in model, including related services (i.e. OT and Speech).</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>No Pre-K</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>School leadership facilitates full implementation of inclusive practices among all stake-holders.</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>Based on school needs, personnel is placed according to data for increased student achievement for all students.</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>ESE training takes place before the year begins and throughout the school year. Expectations are communicated to all staff ongoing throughout the school year.</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>Administrators' interviewing techniques utilize questions pertaining to diversity and inclusive teaching 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>School transportation liaisons are actively engaged in providing transportation for all 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>All students including SWD's have access to all school-sponsored activities.</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 afforded the same opportunity for receiving recognition. Our school also participates in the Just Do It...We Did It Together awards opportunity where a student in the general education is paired with an SWD student who work together.</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>Our school utilizes staff and student surveys to identify barriers and areas for improvement.</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>Administrators have identified collaborative teams (PLC's) in which teachers lead PD and ESE staff is also involved in planning and presenting strategies; departments also take part in quarterly data-chats.</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>See previous indicator for evidence</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>Common PLC times are provided in order to use adequate time for planning effectively.</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	Working collaboratively with elective teachers to have scheduled opportunities to consult with ESE support. Elective teachers have consulted with ESE support to provide needed accommodations in electives to encourage participation and motivation.
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 SWDs are aligned to the general education standards and/or access points. General and special education teachers can articulate what all students need to know, understand and be able to do in relation to standards-based curriculum. The instructional goals and learning targets of students with a significant cognitive disability are based on access points. Teachers modify learning goals and instruction for students with a significant cognitive disability using the same, or similar, age-appropriate materials as those used by students without disabilities.
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	The school's problem-solving RtI team meets bi-weekly to discuss student concerns and identify interventions. Team monitors supports and documents strategies through Focus. The team invites parents and school staff as needed and has improved communication among stake-holders overall.

<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 take part in PLC's to develop and review the formative assessment process.</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>Special education teachers use formative assessments to identify student needs, adjust instruction, revise behavior plans and identify opportunities for learning in general education and natural contexts. Teachers of students in self-contained classrooms use formative assessment data to increase time SWD's receive instruction in natural contexts, such as the lunchroom, electives, and media center.</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>Our school implements Life Skills and Wellness practices with a district liaison on campus to assist with implementation.</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>We continue to work on supporting teachers and providing assistance differentiating instruction across all curricular areas. We also implement this through our TIER one Teacher Strategy Program. We also use assistive technology for those students who need it.</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 provide a variety of service models. Our push-in support model is fully implemented in all grade levels. Our school behavior technician continues to support a caseload of students with autism and behavioral disabilities. We also have math support classes as needed throughout the grade levels.</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>Paraprofessionals continue to attend trainings related to their job descriptions and needs of students. District staff assists with training opportunities that pertain to areas of need and provide modeling of best practices. With new staff hired, trainings continue to be scheduled/implemented.</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	Support facilitators are scheduled in PLC's to support collaborative discussion. They will also co-teach in classes and follow a push-in model for instructional classes.
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	Regularly scheduled PLC's (weekly) allow for collaborative planning.
29. Family members of SWD are contributing members of school decision-making groups.	Fully	We have parents on the SAC committee and PTA. We have parent volunteers .
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	FOCUS parent training being planned (both in person and digitally) and FOCUS hot labs were held over the summer. Parents of SWD students have attended and are given information to attend future trainings.

<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>Partially Almost</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 obtain family input on creating a student profile for a student with significant behavioral support needs (i.e. interventions that have worked in other settings). Structures are in place for educators and families to share ongoing information about processes for SWD's through Focus, parent/teacher conferences, IEP annuals and interims and quarterly progress reports. The school continues to work on improving consistent and timely information for all stake-holders.</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>The school provides on-going reports to the School Advisory Council that includes progress toward implementing and improving inclusive practices as described in the School Improvement plan. The SIP is distributed through various communication means to the school community. ESE providers are members of the School Advisory Council and the School leadership team.</p>
<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Fully</p>	<p>The master scheduler facilitates scheduling SWD's prior to scheduling the general education population.</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. Structures are in place for the educational and transition teams to communicate and plan post-school opportunities for SWD's. In the spring, orientations and meet/greets are coordinated for students moving from elementary to our middle school, and for our middle school SWD students matriculating to high school. ESE staff also visit or collaborate with feeder schools regarding incoming SWD students.</p>
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School BPIE Assessment Priority Indicators

TEQUESTA TRACE MIDDLE 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 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.