

School Best Practices for Inclusive Education (BPIE) Assessment

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

INDIAN TRACE ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 3181

Date Meeting Held: 5/28/2025

Initial Information

School Principal: AMY WINDER

School Type: Elementary

FIN Trained Meeting Leader/Title: Regina Clark, ESE Liaison

Team Members Name/Title:

Regina Clark-ESE Specialist

Amy Winder-Principal

Katherine Shamoun-ESE Support Facilitator

Alyssa Rosenberg-SLP

Brooke Alweiss-Parent

Ana Cristina Paz-Parent

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	Monthly PLC/data meetings, Data chats with administration to create accountability and high expectations. Teachers share data sources with students.
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 self assessment included with School Improvement Plan. School completes BPE self-assessment tri-annually.
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	The school's ESE Specialist oversees, coordinates, and monitors the implementation of best practices. It is noted on staff roster, PLC, staff handbook.
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	Administration requests service and supports to follow SWDs in the school setting. School is equipped to provide educational services to all students, regardless of severity of disability.

<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>All students K-5 receive education in general education setting >80% of the school day. Only preK students in special program preschool classes spend <80% in general education settings.</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>Not Yet</p>	<p>Currently have a Specialized and Intensive PreK programs. Therefore, students are in a self-contained classroom for the majority of their day. Little inclusion occurs at this time due to developmental appropriateness.</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>Administrators clearly and consistently articulate expectations for all school personnel to share responsibility all students through faculty meetings, School Advisory Council meetings, PLCs, staff newsletters, and emails.</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>Administrators allocate resources to implement effective inclusive practices in classrooms. Differentiated text sets, supplemental materials, assistive technology. Most personnel use the resources allocated to implement best practice for inclusive education.</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>Administrators provide guidelines on person first language. They set a tone with use of person first language.</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>School interview questions include educational practices regarding inclusive teachings, collaborative planning, differentiation, use of supplemental supports for all positions, instructional and non-instructional. Majority of interviews take place with a panel to include inclusivity of questions regarding 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>All bus arrivals and departures occur for all students at same time and location. Students with and without disabilities attend field trips and school-sponsored trips together. Administrators review bus arrival and departure procedures for all buses to ensure the safety of 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 SWDs have access to all school facilities and non-academic activities. Same age peers provide natural supports to SWDs, as appropriate, to facilitate social interactions. SWDs participate in class fieldtrips. Many SWDs are included in the various clubs and 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 SWDs are recognized for honors and awards (i.e. BUG, AR brag tags/shirts) in the same manner and at the same time as students without disabilities.</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>PD and TA are differentiated for staff members based on assessed needs. Regular review of students learning data is reflected in an effort to determine ongoing PD needs. Monthly PLCs/data meetings are conducted to identify needs- PD used as needed. PD team sends out surveys to staff to determine self-assessed needs as well.</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>School leaders provide job-embedded professional development for MOST school-based personnel, as appropriate for their job role.</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>School leaders provide job-embedded Technical Assistance for MOST school based personnel, as appropriate for their job role.</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>Teams collaboratively plan together, at least once a month. PLCs related to the review of student work and instructional planning occurs on a bi-monthly basis with collaboration between general education and special education teachers.</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 Almost	The Occupational Therapist (OT) and Physical Therapist (PT) provide strategies to teachers following observations of students with and without disabilities. They consult and collaborate with teachers of SWDs who receive OT/PT as a related service. Support facilitator will reach out to Special area teachers and vice versa to problem solve.
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 IEP goals and objectives for all SWDs are aligned to the general education 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	Rti meetings with teachers are implemented to use a problem-solving process to identify appropriate instructional and behavioral interventions. Annual training of the MTSS/Rti process is provided at the beginning of the schoolyear. Members of MTSS team provide support to ALL teachers as needed. An FBA process is used to identify functions of behavior and replacement behaviors for students needing additional behavior support.

<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 instructional staff use a variety of tools to evaluate data to determine effective instruction for all students. Instructional personnel do consider SWDs as general education students first. The school has designated personnel with expertise in gathering and analyzing student data who provide student data in the use of formative assessments. (literacy coach).</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 support facilitator and general education teachers use formative assessment to identify students' needs, adjust instruction.</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 counselor is involved in identifying and coordinating schoolwide programs for SEL, ant-bullying, peer supports, for all students with and without disabilities. Teachers include team building and class building activities to create positive interactions among students with and without disabilities. All classes participate and complete the Lauren's Kids lessons.</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 differentiate instruction. Assistive technology is used for students with and without disabilities (i.e. pencil grips, visual schedules/checklists, behavior charts) Lessons are presented in multiple formats (visual, oral/auditory) Teachers allow for oral response as needed.</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>Administrators and teachers can articulate different ways to deliver special education services in general education settings. When developing the master schedule, SWDs are considered first. Administrators note and provide feedback on collaborative teaching.</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>Some training and PD was provided to paraprofessionals over the past 2 years that was relevant to their jobs and the students they work with.</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	All ESE Support Facilitators are members of the support team for informational planning, and are members of a grade level for PLC. The Support facilitator collaborates with all teams to support standards and topics being taught in the general education classrooms for curriculum planning purposes. Some providers are not part of collaborative members of a general education curriculum team.
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	Teachers determine appropriate accommodations and other supports for individual students.
29. Family members of SWD are contributing members of school decision-making groups.	Fully	Administrators actively recruit parents/families of SWDs to participate in school decision-making groups. (i.e. SAC, PTA)
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Partially Beginning	School shares district-led learning opportunities via website and parent emails.

<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>Open House scheduled at the beginning of the year gives a broad outline to parents about what students will learn, homework/grading procedures. Teachers maintain ongoing communication with families to ensure support plans are consistent. Teachers/support staff obtains family input on creating a student profile and identifying interventions and needs across settings.</p>
<p>32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.</p>	<p>Partially Beginning</p>	<p>BPIE summary is presented with SIP annually.</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 students 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>Administration proactively ensures that supports follow all students from grade to grade to ensure LRE.</p>

School BPIE Assessment Priority Indicators

INDIAN TRACE 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 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.