

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

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

**EMBASSY CREEK ELEMENTARY SCHOOL**

**District Name: Broward**

**MSID Number: 3191**

**Date Meeting Held: 11/7/2024**

# Initial Information

**School Principal:** John Fossas

**School Type:** Elementary

**FIN Trained Meeting Leader/Title:** Jessica Longo, ESE Specialist

**Team Members Name/Title:**

John Fossas- Principal, Michelle Dolin- A.P, Jodi Hoover- A.P, Jackie Hudson- Guidance, Arlene Abreau- 504 Liaison, Lauren Steinman- Guidance, Alex Valiente- Curriculum Coach, Jessica Longo- ESE Specialist

## 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	Data chats with teachers, RTI, PLC, IEP meetings, Progress Reports, Senior Leadership Meetings.
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	Parent handbook on website, Staff professional development, School improvement plan goals, Senior Leadership Team
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	ESE Specialist, Support Facilitators, SLP, OT, PT, ESE School Counselor, Literacy Coach, PLC
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	School Administrators Advocacy, School Tours, Kindergarten Roundup, ESP development, Inclusive School Week, School Clubs that include a diverse student population.
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.	Fully	Equity in all classrooms, Student Customer Survey indicates positive student feedback about their school, LSW Lessons for all students.

<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>ESE Support staff participates in grade level PLCs, Data chats, Preplanning meetings with support staff and Gen. Ed. teaches to review IEPs and FBAs to ensure supports are in place prior to school starting.</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>ESP assigned to classes for support, Teacher schedules, Specialized Programs Provided, Collaboration/ Consultation Logs</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>Administrative communication with staff/ Newsletters</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</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, field trip documentation</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>Student schedules; Club rosters</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>Lists of honorees and award recipients'/Flyers/ Newsletters</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>Agendas and sign-in sheets from professional development activities and record of follow-up activities/Individual professional development plans</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>Agendas and sign-in sheets from professional development activities and record of follow-up activities; Collaborative planning time</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>Schedule of technical assistance provided to staff</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>Collaboration and consultation logs; lesson plans</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	Lesson plans; Schedules
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	Lesson plans; Schedules
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	Agenda for MTSS meetings; Conference forms; Schedules; Lesson Plans; Progress Monitoring Data
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	Assessment Data; MTSS meeting documentation
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	Assessment/Progress monitoring data; IEP goal progress reports
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	School activities/projects; Roster and Syllabus for Programs (Character Education, Antibullying, Mentoring)

24. There is a school-wide approach for planning and implementing Universal Design for Learning (UDL) across all instructional and non- instructional school contexts.	Fully	Lesson Plans; Classroom Observation
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	Student schedules, Classroom observations, IEPs
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	Professional Development rosters and sign-in sheets; Job descriptions, Paraprofessional interview questions

### 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	Team Meeting Rosters
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	Collaboration and consultation logs; Lesson plans
29. Family members of SWD are contributing members of school decision-making groups.	Fully	Meeting rosters and notes
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Partially Almost	School newsletter and flyers; Survey results
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	Conference forms, IEPs (Parent Input Form & Parent Information Form), Correspondence with parents, Notes, Logs
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Partially Almost	School reports
33. The school uses a person-centered planning process for SWD.	Fully	IEP goals

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	Articulation and matriculation meetings; Parent conferences; Teacher collaboration; IEPs
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# School BPIE Assessment Priority Indicators

EMBASSY CREEK 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 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.
- Indicator 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.