

School Best Practices for Inclusive Education (BPIE) Assessment

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

CHARLES DREW ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 3221

Date Meeting Held: 10/9/2023

Initial Information

School Principal: Kicia Johnson-Daniel

School Type: Not yet assigned

FIN Trained Meeting Leader/Title: Shanteria Adderley, ESE Specialist

Team Members Name/Title:

Principal: Kicia Daniel

Assistant Principal: Shalonda Jennings

ESE Specialist: Shanteria Adderley

ESE Support Facilitator: Darlene Milner

Reading Support: Hernrika Amos

Math Coach: Patricia Moncrieffe

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	ESE Data Charts All Things ESE Staff Professional Development Training (Agenda and Sign In sheet) Data Chats with Support Coaches
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.	Partially Almost	Monthly SAC meetings Weekly Leadership and Support meetings
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 ESE Support Facilitator
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	Master Schedule Field Trips ELO Camps IDEA Paras
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	Master Schedule (We do not have cluster classrooms.) ELO Camp Rosters Push in Support Schedule

<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>All Things ESE Professional Development Faculty meeting agendas and sign in sheets SAC Meeting agenda and sign in sheets PLC Staff Weekly Newsletter Safety Folders</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>Push in Support Schedule Professional Development Weekly Schedule Para schedules</p>
<p>9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.</p>	<p>Partially Almost</p>	<p>People First Flyer</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 panel questions and protocols.</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 Arrival and Dismissal area is the same for SWD and General Education. Bus schedules Morning and Afternoon Bus Post Schedules Transportation requests are made for closest, safest stops for SWD.</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>Club rosters and participation All classes with the exception of PreK are inclusive. PreK is the only ESE Cluster at our school. Recess schedules School-wide dances and events</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>Honor Roll B.U.G (Bringing up Grades) Award Most Improved Perfect Attendance Level Up Parties Green Parties</p>
<p>14. School administrators analyze data to identify professional development (PD) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.</p>	<p>Fully</p>	<p>Professional Development Agenda and Sign ins Formal and Informal observations Data Chats Parent Surveys</p>
<p>15. School leaders provide job- embedded professional development 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>Professional Development Weekly Schedule</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>Professional Development Weekly Schedule PLC Team Leaders Team Meetings</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>Professional Development Sign in sheets PLC Sign in sheets and notes Master Schedule Team Meetings</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	Consultation Logs Teachers are provided IEP at a Glance ESE Specialist and ESE Support Facilitator consults with specials and classroom teachers regarding SWD.
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	Instructional Focus Calendars Lesson Plans Individual Student IEPs
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	Weekly MTSS Meeting Minutes Drew Bucks System FBA Documents RTI Graphs and notes Reading Endorsed Teachers for Tier 3 instruction
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	PLP Checklist (Present Level of Performance) Intervention embedded in curriculum for all students (Teacher Schedule) If-Then Behavior Plans MTSS Weekly Meeting Minutes Classroom data
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.	Fully	PLP Checklist (Present Level of Performance) Progress Reports MTSS Meeting Minutes Student Data Charts

<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>Men of Class Club Cheerleading Club Women of Class Club Kindness Club Bully Reporting Box Student can request meetings with Guidance or School Psychologist</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>Print rich classrooms Visual schedules Lesson Plans Bathroom Rails All classrooms are wheelchair accessible Tables are adjusted to meet the size of the students in the classroom Technology</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>Push in/ Pull out ESE Support Schedule Master schedule IEP Walk-throughs</p>
<p>26. All paraprofessionals have received PD that includes clear descriptions of their work responsibilities and strategies for providing support to SWD in general education classrooms and natural contexts.</p>	<p>Fully</p>	<p>Para Schedules Mandatory Training completions in Lab. Para Meeting Notes</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	The ESE Support Facilitator participated in grade level team meetings and data chats.
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	ESE teacher consults and Collaborates with General Education teachers weekly and biweekly depending on the needs of the students. General Education teacher and Special Education Teacher work together on creating goals for the students during the IEP meetings.
29. Family members of SWD are contributing members of school decision-making groups.	Fully	SAC Meeting Roster and Minutes PTO Membership Roster
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Partially Almost	Parent University Nights Parent Surveys
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	Family input is included in developing educational and behavioral plans. IEP (Parent input)
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Partially Almost	BPIE Annual Report SIP Plan Equity Plan
33. The school uses a person-centered planning process for SWD.	Partially Beginning	Students with a transition IEP has a self determination check list

<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>Matriculation meetings from Preschool to grade school and elementary to middle school. Transfer IEP for students outside of the County, State or Country. Open House Articulation Cards</p>
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School BPIE Assessment Priority Indicators

CHARLES DREW 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 30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.
- Indicator 32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.
- Indicator 33. The school uses a person-centered planning process for SWD.