

School Best Practices for Inclusive Education (BPIE) Assessment

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

PALM COVE ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 3311

Date Meeting Held: 9/20/2024

Initial Information

School Principal: Vonda Oliver

School Type: Elementary

FIN Trained Meeting Leader/Title: Melinda Cartwright, ESE Specialist

Team Members Name/Title:

V Oliver-Principal

T Dusch- Asst Principal

M Cartwright- ESE Specialist

J Valiente- Math Coach

J Duncan Guidance Counselor

M Louis- ASD Coach

R Labranche- Reading Coach

D Harmon- Support Facilitator

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	RTI Team Meetings, Heart Program Increase awareness with low and high incidence/ ESE/ general education.
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	Present in SIP (SAC 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	Many people are responsible for the various tasks sited. School has a designated Inclusion Champion that helps implement inclusion practices.
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	Our school has a diverse student population that reflects the full range of students that live in the neighborhood school zone including those with significant disabilities (i.e. ASD special program, Pre-K specialized program)
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	Those students who are able to participate in a general education setting are scheduled and provided instruction in natural and general education setting rather than in segregated settings.

<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>	Fully	Our Kindergarten classes are inclusive according to the services on the IEP however, our PK class is specialized in nature but they are inclusive for lunch.
<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>	Fully	Our Kindergarten classes are inclusive according to the services on the IEP however, our PK class is specialized in nature but they are inclusive for lunch. See schedules and IEP
<p>8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.</p>	Fully	Support staff have regularly scheduled groups of children they instruct to help support and implement the gains we are seeking. See support staff class schedules.
<p>9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.</p>	Fully	We do not refer to students by disability we refer to all students by name. When scheduling students in class rosters, field trips, and support groups they are referred to by name. See class rosters and lists.
<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>	Fully	In interviews, administrators and team ask specific questions related to the applicants beliefs, experiences, and/or practices in relation to inclusive practices and working with SWD. See interview sheets with possible questions.
<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>	Fully	All bus arrivals and departures occur at the same time and location for students with or without disabilities. See am/pm bus arrival site plan and departures and duties.

<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>When grade level activities are planned all students receive information regarding said activities. All faculty is instructed to inform all students of pending 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>When grade level activities are planned all students receive information regarding said activities. All faculty is instructed to inform all students of pending activities. All students are included in honor roll assemblies.</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>iObservation</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>School personal that have knowledge of SWD conduct professional development in areas of need on a regular basis. In specific areas as needed.</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>Teachers are trained in paper related testing to assist in the implementation of standardized testing for SWD. Those teachers that have children with any sort of AT devices receive PD training. See log of various PD training offered throughout the school year. Planning and application of curricular accommodations/modifications.</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>The school master schedule reflects collaborative planning time for collaborative teach team and PLC. See schedules Scheduled team curriculum talks weekly including completion of CARRES form.</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	Both the OT, PT, and ESE teachers support and give feedback to the general ed teachers that have SWD within their classrooms.
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	See IEP and lesson plans for materials used as well as the goals and their relation to the Standards or access points are evident according to needs and level of the student
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	Members of the school MTSS team provide support to all grade-levels and subject-areas. The RtI team meets to discuss supports for each child as specific concerns arise See RtI schedules for meetings
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	Personnel use a variety of tools, data, assessments to assess progress as evidenced by end of unit assessments for ELA, topic assessments for math and state progress monitoring FAST, data conversations.

<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>Teachers of students in self-contained classrooms use formative assessment data to increase time SWDs receive instruction in general education classes, such as observational data to identify effective behavior supports for learning in the general ed setting. See IEPs of various students whose time TWND peers have been increased.</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 has character development and education, anti-bullying, and a life skills and wellness.</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>School coaches create an instructional focus calendar for the year. PLC to evaluate data School wide grade level data conversations (ongoing).</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>Our school has push in supports for SWD's and pullout support. Support staff has schedules for both pull out and push in services as well as dual certified teachers</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 paraprofessionals have been trained in various strategies and practices working with the SWD.</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	Most grade levels have an ESE teacher that participates in their grade level meetings and PLC's
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	Observed through lesson plans and classroom walk through Teachers with support form ESE facilitator and specialist determine accommodations as support for individual students. Teachers with SWD help determine appropriate accommodations and help supports.
29. Family members of SWD are contributing members of school decision-making groups.	Fully	Parents are involved in the SAC and PTA and help to make decisions regarding SWD students.
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	Parent surveys are completed annually. Feedback from surveys is used to determine resources necessary to assist in determining the needs of SWD students. Learning opportunities are communicated to parents via newsletters, phone link, school web site.
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	Teachers communicate with parents using in school and telephone conferences, emails, social media applications and notes home.

<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>SIP developed and shared with all stakeholders. The plan is reviewed and updated as necessary.</p>
<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Fully</p>	<p>IEP's are reviewed and updated as necessary. Goals are shared with all personnel that interacts with students. Matriculation meeting are held whenever a student transfers from elementary to middle school ensuring a smooth transitions for students.</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>Matriculation meetings are help for students that are moving from elem to middle school. Middle schools orientation for those incoming students.</p>

School BPIE Assessment Priority Indicators

PALM COVE 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 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.