

School Best Practices for Inclusive Education (BPIE) Assessment

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

SILVER TRAIL MIDDLE SCHOOL

District Name: Broward

MSID Number: 3331

Date Meeting Held: 6/2/2025

Initial Information

School Principal: John Tienjaroonkul

School Type: Middle/Junior

FIN Trained Meeting Leader/Title: Christine Clark-Olmeda, ESE Liaison

Team Members Name/Title:

Richard Campuzano - Assistant Principal

Karen Stitt - ESE Teacher

Lisa Bastos - General Education teacher

Yassel Lopez - Speech Language Pathologist

Erica Shapiro - Parent of ESE student

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	FAST scores, District assessments and FAA scores. IEPs are distributed among staff members to ensure goals are measured
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	SAC goals, SIP goals, leadership meetings among department leaders.
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	Support Facilitation schedules and zone defense to be shared with admin and the ESE Specialist
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	Reassignments and matriculation meetings
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	Inclusive practices with all ESE students including SVE students participating in general education classes, clubs, electives and sports. SWD are supported by teachers, teacher assistants, support facilitators and behavior techs.

<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>Partially Almost</p>	<p>ESE numbers and caseloads are high for staff. Limited resources to assist to the level of need</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>Professional development opportunities, best practice shared, PLCs, resource room materials</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>All school documentation displays first person language such as student with disability, student with autism, student with learning deficiencies.</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 and annual evaluation tools ask questions regarding SWDs. Training and assistance available for staff throughout the school</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 dismissal process applies to 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>Schedules, clubs, sports, electives, dances, field trips are offered to all students.</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>Awards, award recognition nights, academic competitions, grade level celebrations are equally offered to all students. All students who earn the awards are recognized equally (morning announcements, award nights, etc)</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>School personnel have high caseloads to manage. MTSS team works hard to include all students who need intervention and assistance.</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>PLCs, professional development, SAC plan, WIG goals</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>Very challenging to coordinate professional learning opportunities for teacher and TAs due to daily needed support of the students.</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>Lesson plans, PLC agendas and minutes, teacher planning trainings and collaboration in departments and across the curriculums</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	Band, PE, coding classes, robotics and more all have equal opportunities for students with disabilities to flourish. Support facilitators work collaboratively with the elective teachers especially
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	Pacing guides, C-Palms, Access point lessons, Unique Learning Systems, lesson plans, PMPs
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.	Partially Almost	Caseloads of students who need supports and interventions are high. TAs are limited and shared. MTSS meet on a weekly basis, grade levels on a monthly basis. FBA documentation for data collection needs assistance.
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	FAST scores, i-Ready diagnostics are tools to monitor and assess students and creating data. MTSS notes are uploaded into Focus for instruction continuity and behavior needs.
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	SVE students participate in I-ready diagnostics, students with higher needs receive interventions through the MTSS process, FBA and BIP strategies. District and admin support in the SVE classes for the teachers, TAs and behavior tech.

<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>Best buddies, peer counselors, TV and Yearbook crews, Kids of character</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>UDL in the form of technological alternatives is being used widely throughout the school. Adaptive chairs and flexible seating are used. Visual schedules behind lanyards or on desks. VI and DHH strategies implemented</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>WIG goals, SIP plan and push in support for the 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>Fully</p>	<p>Presentation of duties, responsibilities and schedules along with expectations are given to the TAs at the beginning of the year and anytime a change occurs. Paraprofessionals collaborate with the grade level support facilitator on a daily basis. TA schedules are shared among the staff</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	Department meetings and PLCs include special education instructors.
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	Morning planning time is set aside for collaboration between gen ed and ESE teachers. Teacher planning days are consultation days as well as email communication daily/weekly
29. Family members of SWD are contributing members of school decision-making groups.	Fully	PTSA, Band PTA, SAC include parent members
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	Parent surveys and parental involvement are available to all families in multiple languages. Bilingual staff are available for parents who need questions answered and all communication sent home is available in different languages to assist families.
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	Many teachers send newsletters home. Canvas outlines expectations and all teachers have canvas page. Digital and spoken correspondence logged
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Fully	Annual summary of BPIE will be available through our school website and printed upon request. BPIE indicators listed in the beginning of school year

<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Partially Almost</p>	<p>Transition services, transition resource fairs, coffee with counselors are offered.</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>Interviews, observations, plans, matriculation opportunities (tours of school by 5 graders & families).</p>

School BPIE Assessment Priority Indicators

SILVER TRAIL 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 14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.
- Indicator 33. The school uses a person-centered planning process for SWD.