

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

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

**SILVER LAKES ELEMENTARY SCHOOL**

**District Name: Broward**

**MSID Number: 3371**

**Date Meeting Held: 1/30/2025**

# Initial Information

**School Principal:** TAMMY GILBERT

**School Type:** Elementary

**FIN Trained Meeting Leader/Title:** Delsys Navarro, ESE Liaison

**Team Members Name/Title:**

Delsys Navarro, ESE Specialist

Tammy Gilbert, Principal

Lourdes Cruz, Assistant Principal

Helen Moonen, Speech-Language Pathologist

Jessica Alonso, Teacher

Priscilla Sotomayor, Parent

Shallenie McFarlane, ASD Coach

Jacqueline Juver, Math Coach

## 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	IEP's Data Chats PLC's School Improvement Plan
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	School Improvement Plan Family Surveys Active Parent Participation
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	Staff Roster School Website Staff Handbook Professional Learning Community (PLC) minutes
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	Range of Services Diverse student population Contacts with District Support
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.	Partially Almost	Student Schedules IEPs

<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>Schedules</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>Data Chats Schedules PLCs Meeting Notes</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>Staffing Rosters Schedules Instructional Materials Technology</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>School Climate</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 Question Forms</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 arrival/departures are at the same time in the same location. SWD are included on buses with students without disabilities. All students are transported together for field trips.</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>SWD are offered the opportunity to participate in all activities offered to students without disabilities. Students participate in field trips, afterschool activities and activities during the school day.</p> <p>SWD and students without disabilities participate in field trips and activities together.</p> <p>Field Trip Rosters</p> <p>Flyers</p> <p>Activity Rosters: Safety Patrol, WSLE, Choir, Field Day, etc</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</p> <p>BUG- Bringing Up Grades</p> <p>Reading and Math Awards</p> <p>Included with Grade Levels in Awards, Assemblies, and Recognition Ceremonies</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>Data Chats</p> <p>IEP Meetings</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</p> <p>Collaborative Team Planning</p> <p>PD Documents</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>District Support Staff Visits  Use of Outside Resources/CARD  PLCs  Team Problem Solving  Modeling  Collaborative Planning</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>Master Schedules  PLCs  Collaborative Planning</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	<p>Teachers of SWD's Collaborate with Specials Teachers</p> <p>Teachers of SWD's provide strategies to Specials Teachers</p> <p>Teachers of SWD's collaborate with Specials teachers to determine effectiveness of interventions</p>
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	<p>Lesson Plans</p> <p>PLC Notes</p>
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	<p>FOCUS Data</p> <p>Progress monitoring/data collection</p> <p>PBIPs and FBAs</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.	Fully	<p>Focus Data</p> <p>RTI</p> <p>Academic &amp; Behavioral Data</p> <p>Home Notes</p> <p>Teacher and Therapist observation and anecdotal records/notes</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>Ongoing data collection</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>Flamingo Friends Equity Liaison Kids of Character Kindness Week Peace Week Be a Buddy Classroom 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>Lesson Plans IEPs PLCs</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>Partially Almost</p>	<p>Admin schedules SWD first.</p> <p>Administrators &amp; Teachers can articulate different ways to deliver special education services in the general and special education settings.</p> <p>PLCs</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>In-service Records</p> <p>Teachers and paraprofessionals collaborate on instructional strategies and behavioral interventions.</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	All special education and general education teachers participate in PLCs.
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	Master schedule PLC Notes
29. Family members of SWD are contributing members of school decision-making groups.	Fully	SAC/SAF Membership PTSA Executive Board Membership
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	Needs Assessment Surveys Translation Services Available
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	Conferences 5 Day IEP Draft with Parent Input Daily Home Notes
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Partially Almost	School Improvement Plan Equity Plan

<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Fully</p>	<p>Articulation Meetings          Matriculation Meetings          TIER Support for new teachers          Teachers &amp; Support Staff develop plans based on SWD's individual need</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>IEP process          Grade Level Articulations          Matriculation to Middle school meetings          Matriculation for Incoming Students</p>

# School BPIE Assessment Priority Indicators

SILVER LAKES 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 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.
- Indicator 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.
- Indicator 32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.