

School Best Practices for Inclusive Education (BPIE) Assessment

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

EAGLE POINT ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 3461

Date Meeting Held: 9/8/2025

Initial Information

School Principal: CHRISTINE DE ZAYAS

School Type: Elementary

FIN Trained Meeting Leader/Title: Corey Levit, Guidance Counselor

Team Members Name/Title:
Michele Laudanno- Literacy Coach

Domain I: Leadership and Decision Making

Indicator	Implementation Status	Data Sources/Supporting Evidence
<p>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.</p>	Fully	<p>The master schedule is created around our ESE students and the services they receive. Students in grade 3 through 5 are services through a push- in model. Last year, our ESE students performed exceptionally well with SWD students have 80percent learning gains or higher in both ELA and Math. 83 percent of our ESE students scored a level 3 or higher in ELA and 85% scored a level 3 or higher in Math. Overall, Eagle Point was ranked number 1 in Broward and #5 in the State of Florida.</p>
<p>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.</p> <p>*It is recommended that the team table and return to this indicator after the entire BPIE assessment has been completed.</p>	Partially Almost	<p>Though we do not have a school handbook or website that shares the process of our goals or shared decision making, we do have a very involved SAC team that meets quarterly to share these goals and take input from stakeholders. Minutes of these meetings are uploaded monthly to the school website's SAC section.</p>

<p>3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.</p>	<p>Fully</p>	<p>The administration team, along with the school's leadership team meets weekly and monthly, respectively, to communicate shared goals, updates, and results on the progress of all students, including ESE. The students are also held responsible for tracking their data, setting goals, tracking lead measures, and planning their celebrations. The school is a globally recognized as a Leader in Me school.</p>
<p>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.</p>	<p>Partially Almost</p>	<p>The school has opened two ASD special programs within the last year in order to include all SWD students zoned to the school. Copies of all emails and professional development trainings are at the school. The school has also shared emails of upcoming with trainings with the ESE team.</p>
<p>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.</p>	<p>Fully</p>	<p>The school has mainstreamed several of the students in the new ASD program. Percentage time of the mainstreaming is reflected in Focus.</p>
<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>Partially Almost</p>	<p>Kindergarten students in the ASD program are mainstreamed with the Kindergarten gen classes for lunch, recess and specials. The school SLP, ESE facilitators, and ESE specialist work closely with mainstream teacher and ASD program teacher.</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>The school admin and ESE team work closely together and with all teachers to communicate that all SWD students are part of the school and community.</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>Inventory of Supplemental Materials An up-to-date inventory list of supplemental instructional materials is available to all staff. This includes resources for ELA, Math, Science, and Social Studies, as well as intervention programs and accommodations specifically designed to support SWD. Staff can access the inventory digitally and request materials as needed.</p> <p>Teacher Planning Time All grade levels are provided with common planning time built into the master schedule. This allows teachers to collaborate, analyze student data (including SWD performance), and plan for differentiated instruction.</p> <p>Planning Meeting Minutes Minutes are documented for collaborative planning meetings with support personnel, instructional coaches, and administrators. These notes reflect discussion of student progress, strategies for supporting SWD, and next steps for instructional planning</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>Administrators encourage staff to refer to students by name first and foremost, rather than by any label.</p> <p>Strategies to reduce and eliminate disability-related labels are incorporated into collaborative planning meetings, Individual Education Plan (IEP) reviews, and classroom observations. Feedback is provided as needed to support adherence to person-first communication, and school leadership regularly reinforces this expectation to create a culture of respect and inclusion for all students.</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>Partially Almost</p>	<p>Our school's interview protocols for all positions—teachers, paraprofessionals, front office, cafeteria staff, and coaches—include questions that address inclusive practices and meeting diverse learning needs. Questions are tailored to each role but consistently emphasize strategies for supporting students with disabilities and fostering an inclusive school environment.</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 students, both with and without disabilities, arrive and depart on buses at the same time and location. Each school has assigned bus monitors who oversee transportation procedures and address any concerns that may arise. The principal has formally requested adjustments to bus schedules through the district. Students with disabilities participate alongside their peers in field trips, community-based career or vocational experiences, and other school-sponsored activities. Bus schedules are arranged so that students with disabilities are not required to arrive late or leave school early.</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>All students with disabilities have access to school facilities and non-academic activities.</p> <p>Supports such as adaptive equipment or communication devices are provided so they can fully participate.</p> <p>Students with disabilities join their peers on class field trips and other school-sponsored activities.</p> <p>Coaches and club sponsors ensure inclusion in athletics and extracurricular programs.</p> <p>Case managers help monitor participation to make sure students with disabilities are engaged in non-academic opportunities.</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>All SWD, including those who are working on a modified curriculum, are included in honors and awards programs (e.g., honor roll, citizenship awards, academic awards, science fair and attendance awards), except those honors and awards based solely on the requirements of the standard curriculum.</p> <p>All SWD are recognized for honors and awards in the same manner and at the same time as those without disabilities.</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>Eagle Point administrators review student performance data, staff surveys, and family feedback to determine professional learning needs.</p> <p>Data from classroom observations is analyzed to guide technical assistance and support for teachers.</p> <p>Input from IEP teams helps identify specific training, such as communication supports or behavior strategies, to meet student needs.</p> <p>Student learning data is reviewed regularly to adjust professional learning and technical assistance as needed.</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>At Eagle Point, school leaders ensure that professional learning on inclusive practices is embedded into the daily work of all staff. Collaborative teams—including general education teachers, ESE teachers, paraprofessionals, and support staff—participate in professional learning through PLCs, team planning, book studies, and peer coaching. Strategies for effective inclusion, such as differentiated instruction, curricular accommodations, and embedding IEP goals into classroom instruction, are modeled and discussed during planning and observation cycles. The Florida Inclusion Network (FIN) worked closely with Eagle Point to help design an inclusive schedule that supports students with disabilities across grade levels. In addition, administrators provide staff with access to outside resources, such as FIN’s Building Inclusive Schools modules and FDLRS trainings, to strengthen practices in areas such as UDL, PBIS, and communication supports. Professional learning opportunities are scheduled throughout the year, with additional support provided to new staff as they join the school.</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>At Eagle Point, school leaders ensure that technical assistance is job-embedded and responsive to staff needs. A designated administrator coordinates needs assessments and supports collaborative teams in identifying areas for growth. Technical assistance is provided through in-class coaching, collaborative planning, and classroom demonstrations of inclusive strategies such as differentiated instruction, behavior supports, and universal design for learning. Teacher leaders are identified to provide ongoing follow-up and feedback, ensuring consistency across grade levels. In addition, outside partners such as FIN and FDLRS are engaged to deliver targeted technical assistance, including support with inclusive scheduling, augmentative communication, and curricular accommodations</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>At Eagle Point, administrators make collaborative planning a priority by ensuring it is built into the master schedule for both general and special education staff. Creative and innovative strategies are used to provide common planning time, including flexible duty assignments, floating substitutes, and the strategic use of professional development days, so that SWD teachers can fully participate with their grade-level and content-area teams. These planning sessions are structured and documented through agendas and logs, with a focus on reviewing student data, embedding IEP goals, and developing lesson plans collaboratively that reflect shared instructional roles and responsibilities. Through these intentional efforts, Eagle Point ensures that collaborative planning time is productive, inclusive, and directly tied to student achievement.</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	Specials teachers are actively included in grade-level planning meetings and PLCs to ensure they are informed and equipped with strategies to effectively support and work with ESE students.
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	At Eagle Point, administrators monitor the alignment of instruction for all students with disabilities to state standards through regular classroom walkthroughs, collaborative planning meetings, and team leader meetings. During walkthroughs, administrators look for evidence that general and special education teachers are using state standards and access points as the foundation for instruction, including for students with the most significant cognitive disabilities. Planning meetings provide opportunities to review IEP goals, ensure they are aligned to standards, and discuss modifications using age-appropriate materials. Team leader meetings allow school leaders to follow up on implementation, address challenges, and confirm that both general and special education teachers can clearly articulate learning targets based on state standards. This ongoing monitoring process ensures consistency and accountability across classrooms.

<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.</p>	<p>Fully</p>	<p>At Eagle Point, the MTSS and problem-solving process is consistently implemented across all grade levels and settings to support the progress of both students with and without disabilities in the general education curriculum. MTSS meetings are scheduled regularly, with documented agendas and minutes that reflect data-based discussions of student performance, interventions, and progress monitoring. Professional development and technical assistance are provided to staff, with schedules and sign-in sheets maintained as evidence. Schoolwide PBIS plans are in place to promote positive behavior and support all learners, and Functional Behavior Assessments (FBA) are conducted when needed to develop targeted interventions. Through this structured and collaborative process, Eagle Point ensures that every student has the opportunity to succeed in the general education setting.</p>
<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.</p>	<p>Fully</p>	<p>At Eagle Point, instructional and support staff consistently use formative assessment tools such as checklists, portfolios, reading assessments, and rubrics to monitor student progress. General and special education teachers collaborate to analyze data and adjust instruction, interventions, and behavior plans as needed. Student performance is discussed during MTSS and planning meetings, with designated staff providing expertise in data collection and analysis. All students, including SWD, have access to the same tiered interventions to ensure success in the general education setting.</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>Partially Almost</p>	<p>At Eagle Point, special education teachers regularly use formative assessment data to guide instruction, revise behavior supports, and identify opportunities for students with disabilities to learn alongside peers in general education and natural contexts. Observational data and performance assessments are used to increase the amount of time SWD spend in general education classes, as well as in settings such as the lunchroom, and media center. This process ensures that all students make progress toward their IEP and learning goals.</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>At Eagle Point, a schoolwide approach is in place to promote positive, interdependent relationships and social responsibility among all students with and without disabilities. Through our Leader in Me program, students engage in character education, leadership development, conflict mediation, and team-building activities that foster inclusion and respect. Peer supports are embedded in classrooms and specials, and all students participate in community service projects that build responsibility and global awareness. The school guidance team coordinates additional schoolwide initiatives, including anti-bullying programs and social skills supports, to ensure students learn to advocate for themselves and build positive peer relationships across all contexts.</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>Partially Almost</p>	<p>At Eagle Point, teachers use Universal Design for Learning (UDL) by planning lessons with multiple means of representation, engagement, and expression. Supports such as visual schedules, choice boards, assistive technology, and differentiated tasks ensure all students, including SWD, can access and participate in learning. Lesson plans and classroom observations show evidence of UDL practices that promote inclusion and higher-order thinking for all students.</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>At Eagle Point, a variety of service delivery models are implemented, including support facilitation, and consultation, with SWD scheduled first in the master schedule. Related services such as speech, OT, and PT are provided in general education and natural contexts, and teachers use flexible approaches like station, parallel, and alternative teaching to meet student needs. Administrators review collaborative practices during observations and provide feedback to strengthen inclusive instruction.</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>At Eagle Point, paraprofessionals receive ongoing professional learning that outlines their responsibilities and provides strategies for supporting SWD in general education and natural contexts. Training is delivered through school-based sessions and District opportunities. Administrators and teachers monitor their work to ensure effectiveness, and paraprofessionals can articulate the academic, behavioral, and communication supports needed by the students they serve</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	At Eagle Point, special education teachers are full members of grade-level and curriculum teams, collaborating regularly with general education teachers on instructional planning and student supports. They participate in team meetings, share input on curriculum and accommodations, and receive meeting notes when unable to attend. Special education teachers' classroom schedules are protected so they can fully engage as equal partners in planning and instructional decision-making. This is documented in team and plc meetings.
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	At Eagle Point, general and special education teachers meet during scheduled planning times to decide how they will share responsibilities and plan lessons together for all students. During these meetings, they talk about strategies like UDL and DI, agree on accommodations and grading, and make sure both teachers have equal roles. This teamwork is documented in PLC agendas, lesson plans, and meeting notes, and administrators check it through walkthroughs and coaching logs.

<p>29. Family members of SWD are contributing members of school decision-making groups.</p>	<p>Fully</p>	<p>At Eagle Point, family members of students with disabilities are recruited to participate in school decision-making groups such as the School Advisory Council (SAC), PTA, and subcommittees like the Fall Festival. They review outcome data and provide input on school initiatives alongside other families and staff. This involvement is documented through SAC rosters, PTA membership lists, committee sign-in sheets, and meeting agendas/minutes that show active family participation.</p>
<p>30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.</p>	<p>Fully</p>	<p>At Eagle Point, family needs are identified through the annual ESE survey, the district customer survey, the school's Leader in Me survey, and student data. Based on this feedback, we provide families of SWD with workshops, newsletters, and emails on topics such as homework support, test preparation, IEP goals, and inclusion. These opportunities are documented through parent workshop agendas and sign-in sheets, copies of newsletters and emails, and translated resources in Spanish and other languages to ensure full access for all families.</p>

<p>31. When communicating with families of SWD, all personnel consider family members as a resource and obtain their input in planning and problem solving.</p>	<p>Partially Almost</p>	<p>At Eagle Point, families of students with disabilities are treated as valuable partners in planning and problem solving. Teachers maintain ongoing communication through letters, phone calls, and emails, and they collect family input when developing behavior and academic support plans, such as FBAs, PBS plans, and student profiles. Meeting notes, planning documents, and correspondence reflect this collaboration, and families are provided resources like checklists and point systems to support strategies consistently at home, school, and in the community.</p>
<p>32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.</p>	<p>Partially Beginning</p>	<p>At Eagle Point, we share some information about inclusive practices with families, staff, and the district, but it is not done the same way every year or with all groups. Families may hear updates at Open House, and staff and district leaders get some information in meetings, but we do not yet have a clear, annual report for everyone. This is an area we need to improve so that all families and community members get regular updates on our progress.</p>

<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Partially Beginning</p>	<p>At Eagle Point, we are at the beginning stages of using a person-centered planning process for students with disabilities. While we have some protocols in place to support smooth transitions from grade to grade, we are still working on developing a consistent process that includes self-determination skills, middle school planning, and stronger connections with community agencies. This is an area where we recognize the need for growth and plan to expand our efforts.</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>Partially Almost</p>	<p>At Eagle Point, a team decision-making process is used to support students with disabilities as they move from grade to grade and when transitioning to new schools. Administrators and teachers collaborate to ensure supports are shared with receiving teachers, and vertical planning occurs in the spring to prepare for transitions. Families are included in transition planning, and orientation activities are provided for students moving on to middle school. While these structures are strong, we are continuing to refine how information is shared across schools and the district to make transitions even smoother.</p>

School BPIE Assessment Priority Indicators

EAGLE POINT 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 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.
- Indicator 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.
- Indicator 9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.
- Indicator 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.