



School Best Practices for Inclusive Education (BPIE) Annual Update for School Improvement Plan

To be implemented in SY 2024/2025

School: Tradewinds Elementary	BPIE Contact Person: Lisa Widelitz
Principal: Dr. Priscille Elie	Direct Phone Number: 754-322-8700

Purpose of the BPIE: The Best Practices for Inclusive Education (BPIE) is a structured assessment process designed to help schools identify priority needs, develop short-term and long-term improvement strategies, and organize resources to support the implementation of inclusive practices school wide. This complies with Florida Statue 1003.57(1)(f) which mandates that every school and school district complete the process **every three years**.

Directions to Complete the School BPIE Annual Update for School Improvement Plan

1. Upload the current School BPIE Assessment conducted by your school team (the BPIE assessment is conducted EVERY THREE YEARS).
2. Download the BPIE Annual Update for School Improvement Plan Template.
3. Complete the contact information for your school.
4. Refer to the School BPIE Assessment to view the Prioritized Indicators selected at the end of the document.
5. **Determine which of those prioritized indicators the school will focus on for the current school year.**
6. Complete the table: the indicator #, activities/efforts planned and method to monitor progress towards improvement.
7. If needed, please refer to the Examples of Evidence of Practice for a selected indicator (in the School BPIE Assessment document) to assist you in completing planned activities.
8. Save as a PDF and upload to SIP in OSPA.

# Selected Prioritized Indicator	Planned Activities for Improvement in the Prioritized Indicator	Method of progress monitoring improvement in the selected Prioritized School BPIE Indicator
<u>2</u>	<u>Professional Learning Development through school & district</u>	<u>Attendance</u>
<u>26</u>	<u>Ongoing training with Support Facilitators and Teachers</u>	<u>Support Facilitators keep track of meetings</u>

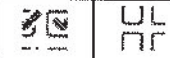
If you have questions about completing this document, please contact your Florida Inclusion Network facilitator: bari.aronson@browardschools.com

Initial Information	
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School Administrator on the SBPIE Team	Michael Breslaw, Principal
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School Type	Elementary

Domain: Leadership and Decision Making

Indicator	Examples or Evidence of Practice	Implementation Status			Data Sources/Supporting Evidence	
		Not yet	Partially			Fully
			B	A		
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.	<ul style="list-style-type: none"> School analyzes data of all SWDs to identify current barriers and practices for the provision of educational services in general education classes and natural contexts. School increases the number of SWDs who receive educational services in inclusive classrooms and natural contexts. Data are collected, analyzed and shared with all teachers regarding student achievement of SWDs in general education and natural contexts. Data chats are conducted with students to create strong accountability and high expectations. 				RTI meetings, data chats, monthly leadership team meetings, monthly grade level meetings, One-on-one and grade level data conferences with administration
<p>Suggested Measures: Data from state, district and school assessments and alternate assessments, other achievement measures, behavior data, educational environment (percentage of time in general education), graduation rate, postschool outcomes, observations from classroom walk-throughs and progress toward individual educational plan (IEP) goals.</p> <p>Test</p> <p>Note: Aligns with District BPIE Indicator #1. Please see the Appendices: Glossary of Terms section for definitions of the terms found above: leadership team, low- and high-incidence disabilities and general education and natural contexts.</p> <p>Comments: ESE Support Facilitators are part of each grade level team. Students with disabilities are receiving instruction in the general education through collaborative in-class service models while some SWDs are receiving pullout services in small groups.</p>						

Domain: Leadership and Decision Making

Indicator	Examples or Evidence of Practice	Implementation Status			Data Sources/Supporting Evidence	
		Not yet	Partially			Fully
			B	A		
<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 BPIE.</p>	<ul style="list-style-type: none"> The school has developed a plan indicating goals related to inclusive practices. The leadership team reviews and shares the language and intent of s. 1003.57(1)(f), F.S., with all staff and stakeholders. Once every three years, the school completes a BPIE assessment and reports the results of all planned short- and long-term improvement efforts to the district. The school leadership team analyzes data quarterly to monitor and evaluate progress toward meeting goals related to inclusive practices in the school. All stakeholder groups are represented and involved in a collaborative system of decision making to implement and improve inclusive practices across the school. The school provides access to goals related to short- and long-term improvement efforts on the school website and on request in the front office. The school handbook or website includes information on the school's process of shared decision making. Family input on inclusive practices is gathered in a variety of ways (surveys, interviews, focus groups, etc.). 				<p>At Tradewinds, RTI meetings, Data Charts, Monthly Leadership meetings and monthly team meetings are held continuously throughout the year. The school website provides access to the school improvement plan and is updated with the newest school information.</p>	
<p>Suggested Measures: Copy of goals related to short- and long-term improvement efforts, including distribution process (e.g., website, front office request form), data reports, meeting notes and schedule, roster and schedule of school leadership team meetings showing diverse representation.</p>						
<p>Note: Please see the Appendices: Glossary of Terms and Resources sections for information about the terms found above: stakeholder groups and s. 1003.57(1)(f), F.S. Schools that have specific goals related to the BPIE indicators currently identified in an improvement plan would rate themselves as Partially Implemented. Schools that have not included goals related to the BPIE indicators in their improvement plan would rate this indicator as Not Yet.</p>						
<p>Comments: More collaboration with parents is needed. Conversation will be included at SAC meetings to receive feedback from the Tradewinds community on how to improve on our inclusive practices.</p>						

Domain: Leadership and Decision Making

Indicator	Examples or Evidence of Practice	Implementation Status			Data Sources/Supporting Evidence	
		Not yet	Partially			Fully
			B	A		
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWDs.	<ul style="list-style-type: none"> There are clearly identified roles and responsibilities for the key person (e.g., ongoing communication, data analysis and progress monitoring of BPIE goals). The key person is responsible for oversight and coordination of goals and action steps related to inclusive best practices. The key person is identified in various school documents, such as: <ul style="list-style-type: none"> -- Staff roster; -- Professional Learning Community (PLC) minutes; -- Team planning logs; -- Staff handbook; -- School website; and -- Newsletters. 				ESE specialist is responsible for monitoring IEPs and best practices.	

Suggested Measures: Name and job description, including the role and responsibility of key person. Schedule or communication log of activities/meetings of key person. Samples of documents including the name and contact information of the key person who oversees inclusive practices.

Note: Aligns with District BPIE Indicator #6. Progress monitoring toward attainment of BPIE goals will occur after the school's initial BPIE assessment and development of priority goals/action steps.

Comments:

Tradewinds ESE Specialist, Support Facilitators, Administration, Autism Coach and teachers collaborate to ensure that all students are participating to their fullest capabilities in general education. This includes full mainstreaming with support for students and teachers. All students are included in field trips, special school events, specials, lunch, shows and all school-wide activities.

Domain: Leadership and Decision Making

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		Not yet	Partially			Fully
			B	A		
4. School administrators advocate for all SWDs to have the same school choice options as students without disabilities to ensure all SWDs receive educational services in their neighborhood school or school of choice.	<ul style="list-style-type: none"> The principal contacts the district to obtain information about SWDs who do not attend the school because of the type or severity of their disability or perceived lack of services available at the school. The principal requests services and supports to follow SWDs in the school. The school has a diverse student population that reflects the full range of students who live in the neighborhood school zone, including those with significant disabilities. The school is equipped to provide educational services to all students. Families perceive the school as being able to address their child's needs, regardless of the type or severity of disability. 				Inclusive schedules, community outreach The Administration at Tradewinds disseminates information to all stakeholders through REMIND, EMAILS, School Website, Letters home and Individual Education Plans.	

Suggested Measures: Documentation of school administrator requests for information (e.g., emails, memos) to the district office, roster of SWDs in school's zone who are not attending the school.

Note: Aligns with District BPIE Indicator #3. This indicator addresses the practice of placing SWDs in schools based primarily on exceptionality, label or services needed, rather than identifying and allocating resources for all SWDs to receive educational services in their neighborhood school or school of choice. Students who are transported to attend other schools are at risk of disenfranchisement from the communities within which they live and lack opportunities to build natural relationships among the students in the assigned school. With the practice of placing SWDs at schools based on their exceptionality, unintended consequences include further isolation of students with significant disabilities and barriers to scheduling SWDs into heterogeneous classrooms that have natural proportions of students with and without disabilities. Please see the Appendices: Glossary of Terms section for definition of the above term natural proportions.

Comments:

Tradewinds strives to work with all students. If a student is exhibiting behaviors that are beyond our expertise, district personnel are called in to assist. After exhausting all resources, an IEP meeting can be held with the ESE committee which includes the family to place a student in a school that is more equipped to meet the student's needs will be considered. Families with ESE students consistently relocates into our school boundary in order for their student to attend our program(s).

Domain: Leadership and Decision Making						
Indicator	Examples or Evidence of Practice	Implementation Status				Data Sources/Supporting Evidence
		Not yet	Partially		Fully	
			B	A		
5.	School data reflect that all SWDs, 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.	<ul style="list-style-type: none"> All SWDs, including those with significant disabilities, are scheduled into general education classes 80% or more of the day. All SWDs receive education in a general education regular class setting reflecting natural proportions and age-appropriate, heterogeneous groups in core academic and elective or special areas within the school community, as stated in s. 1003.574(F), F.S. SWDs are not assigned to classrooms based on their exceptionality or supplementary aids and services needed. SWDs are not assigned to classrooms based on a perceived lack of resources at the school. All teachers ensure that every student feels welcome and achieves to his or her potential in general education classes and other natural contexts. All SWDs are involved in before- or after-school tutoring interventions provided for reading and math. Support services personnel have caseloads that allow for flexible scheduling of services to SWDs in general education classes and other settings. To the greatest extent possible, related services are scheduled and provided to SWDs in general education and natural contexts, rather than in segregated settings, for example: <ul style="list-style-type: none"> o A speech-language pathologist (SLP) in an elementary school engages in sma 				Students spend more than 80% of their day with general education students and are provided same opportunities as general education peers.
<p>Suggested Measures: School-level least restrictive environment (LRE) data showing the percentage of time each SWD, disaggregated by exceptionality, spends in age- and grade-appropriate, heterogeneous, general education contexts</p> <p>Note: Aligns with District BPIE Indicator #12. Please see the Appendices: Glossary of Terms section for definitions of the above terms: related services, Individual educational plan (IEP), age-appropriate heterogeneous groups and supplementary aids and services.</p> <p>Comments: Tradewinds students with disabilities are scheduled into general education (with exception of those with severe disabilities). Tradewinds administration, teachers and Support Team carefully analyzes student data to ensure students are placed with teachers who are best able to meet the diverse needs of or school. Education Support professionals are assigned to classrooms to provide additional support for students. Support Facilitators design schedules to allow for push in and pull out services for students as needed. They also provide support and collaboration to teachers for students who need consultation and collaboration.</p>						

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		Not yet	Partially		Fully	
			B	A		
<p>6. School data reflect that all SWDs, ages 3-5, receive special education and related services in the regular early childhood (Pre-K) with peers without disabilities.</p> <p>*Schools with Pre-K programs only</p> <p>(Note: As of July 01, 2020, the October FTE Survey 2 will include 5-year-old-students with disabilities in kindergarten under State Performance Plan (SPP) Indicator 5. Prior to this change, this SBPIE indicator included students who were the age of 5 in kindergarten receiving special education and related services in kindergarten).</p>	<ul style="list-style-type: none"> School administrators collaborate with the district to establish programs that include students with and without disabilities in the same early childhood and kindergarten classes. The school has targets to increase the number of SWDs, ages 3 - 5, who receive special education and related services in inclusive classes with peers without disabilities. General and special education teachers regularly collaborate to plan and implement weekly lessons based on academic state standards for early childhood. Curriculum adaptations, such as changing the physical or social environment, placing materials in optimal positions or heights, breaking down steps in a task, assistive devices, alternate materials, etc., are considered as easy-to-implement interventions All children receive supports and interventions necessary to ensure developmentally appropriate progress prior to referral for special education services and programs. Developmentally appropriate behavior supports are provided for students. The school regularly monitors (e.g., monthly) the number and progress of SWDs, ages 3-5, who receive special education and related services in inclusive settings with peers without disabilities. 	<input checked="" type="checkbox"/>			UL NR	Tradewinds has one Specialized and three intensive classes without a general education PreK program at Tradewinds.
<p>Suggested Measures: Schedules of SWDs, ages 3-5, indicating the location(s) where related services are provided to those students. Data showing the percentage of time each SWD, ages 3-5, spends with same-age peers without disabilities. Teacher lesson plans indicating appropriate curriculum adaptations or interventions for SWDs in the general education, early childhood curriculum.</p> <p>Note: Aligns with District BPIE Indicator #4. Please see the Appendices: Glossary of Terms for definition of the above term: curriculum adaptations. Partnerships with private providers may be necessary.</p> <p>Comments: Tradewinds has an ESE Pre-Kindergarten program consisting of four classes (Intensive and Specialized). Students are included in all general education special events, shows, assemblies, lunch, recess and assemblies. Our general education fourth and fifth graders (known as "Awesome Buddies") also work in the classroom with students.</p>						

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			B	A		
7.	School administrators communicate expectations for all school personnel to share responsibility for all of the students in their building and consider all SWDs as general education students first.	<ul style="list-style-type: none"> Administrators clearly and consistently articulate the following expectations for all school personnel during faculty meetings, School Advisory Committee meetings, PLCs, staff newsletters, etc.: -- General and special education teachers are expected to share instructional and behavioral support responsibilities for SWDs in each classroom and other school settings. -- SWDs are not the sole responsibility of special education personnel during academic and non-academic school activities. -- School personnel refer to special education teachers by name rather than exceptionality of students on their caseload (e.g., Mrs. Smith rather than the Autistic Teacher). -- All school personnel are trained and responsible for safety and evacuation procedures for SWDs. Administrators provide written rationale and other resources (e.g., research articles, newsletters, websites) with information and strategies on inclusive practices. Administrators survey staff to determine beliefs and attitudes about inclusive practices. Administrators review staff schedules to ensure all personnel have opportunities to support students with and without disabilities. Administrators ensure that all personnel are responsible for and understand the health and safety procedures for all students, especially those who have extensive support needs. 				<p>Students with disabilities are participants in school-wide events. Teachers take a collaborative approach with classroom teachers and ESE support facilitators. ESE students are graded on grade-level work.</p> <ul style="list-style-type: none"> - Mission Statement - CPST - Individual Education Plans - Safety Plans - Master Schedule
<p>Suggested Measures: Results of surveys, self-assessments, questionnaires, interviews and teacher schedules.</p> <p>Note: School leaders are critical in setting and maintaining a vision for inclusive education with all personnel and across all school classrooms and settings. Creating a climate of shared responsibility for all students in the school is a cornerstone of inclusive education.</p> <p>Comments: Tradewinds Support Facilitators, Speech Language Pathologists and other ESE personnel share instructional and behavioral support by having open communication throughout the school day . ESE schedules are created first before other scheduling and monitored by administration to ensure appropriate tiered instruction occurs for all students.</p>						

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			B	A		
<p>8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWDs.</p>	<ul style="list-style-type: none"> School administrators obtain and allocate resources (e.g., personnel and materials) to implement effective inclusive practices. School administrators provide and monitor the use of resources across all school teams, such as: <ul style="list-style-type: none"> -- Supplemental materials for core subject areas related to all academic standards; -- Text sets with differentiated reading levels; -- Accessible instructional materials, (e.g., textbook set for homework and textbooks with alternate formats: audio/electronic, braille, large print); -- Assistive technologies, supports and services; -- Time for instructional planning; and -- Allocation of personnel aligned with in-class support needs of students (e.g., reading and math coaches, paraprofessionals, therapists). 		<p>U U</p>	<p>U U</p>	<p>Students have equitable access to resources. Students receive additional support as necessary. There are monthly team meetings with grade level teams and ESE Supports</p>	
<p>Suggested Measures: Achievement data for all SWDs. Inventory lists available to all staff indicating supplemental materials available for use with all students across all content areas and grade levels; schedules of teacher planning time; and minutes from planning meetings with support personnel, coaches and/or administrators.</p>						
<p>Note: Aligns with District BPIE Indicator #5. Within an MTSS, all educators should have access to a variety of resources that include concepts of universal design so that all students have access to and can make progress in the general education curriculum.</p>						
<p>Comments: Tradewinds administration ensures that materials needed to teach all students are obtained so the curriculum is accessible to all. Release days are provided to all teachers to collaborate and work with coaches and support personnel.</p>						

Domain: Leadership and Decision Making

Indicator	Examples or Evidence of Practice	Implementation Status			Data Sources/Supporting Evidence	
		Not yet	Partially			Fully
			B	A		
9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.	<ul style="list-style-type: none"> Administrators provide all school personnel with ongoing information and resources on person first language. Administrators provide guidelines on the use of person first language in all written, electronic and verbal communication. Administrators provide strategies to eliminate the use of disability-related labels in all written, electronic and verbal communication (e.g., referring to students by name rather than any label). 	First person language is utilized.	
<p>Suggested Measures: School documents (e.g. improvement plan, newsletters), family resources, guidelines, written and electronic communication (e.g., staff roster, staff handbook, school website) and job interview questions reflect the use of person first language.</p> <p>Note: Aligns with District BPIE Indicator #24. See Appendices: Glossary of Terms and Resources/Publications sections for information on supporting and using person first language. Language is a powerful tool! When we adopt new ways of thinking and talking about people with disabilities, we not only exert a positive influence on their lives, but on our society as a whole.</p> <p>Comments: Tradewinds ensures that all families are provided with first language communication (home and in school communication) through print and human resources.</p>						

Domain: Leadership and Decision Making

Indicator	Examples or Evidence of Practice	Implementation Status			Data Sources/Supporting Evidence	
		Not yet	Partially			Fully
			B	A		
10. School administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position.	<ul style="list-style-type: none"> School interview team members assess applicant responses to ensure a willingness to implement inclusive educational practices, such as collaborative planning and teaching, differentiating instruction, etc. School interview team members include job interview questions for instructional staff that assess knowledge and beliefs of inclusive educational practices, such as: <ul style="list-style-type: none"> -- "Please describe your role in a co-taught classroom." -- "How would you differentiate instruction for students in a mixed-ability classroom, including those on a modified curriculum?" -- "Tell me how you would respond if a parent of a student with a significant disability inquires about enrolling their child at this school?" School interview team members include job interview questions for non-instructional staff (e.g., paraprofessionals, front office, custodial) that assess knowledge and beliefs of inclusive educational practices, such as: <ul style="list-style-type: none"> -- "Tell me how you would respond if a parent of a student with a significant disability inquires about enrolling their child at this school." -- "Give me an example of a time when you facilitated relationship-building between students with and without disabilities." 				Appropriate questions are asked during interviews to better understand level of understanding/expertise in working with students with disabilities.	

Suggested Measures: Interview questions used for various positions at the school, including front office staff, cafeteria staff, teachers, paraprofessionals, coaches, etc., include questions related to diversity and effective inclusive practice, as applicable to the position.

Note: Aligns with District BPIE Indicator #11.

Comments:

All job and interview questions are aligned to the school and district's strategic plan and differentiated to meet the school's specific needs.

Domain: Leadership and Decision Making

Indicator	Examples or Evidence of Practice	Implementation Status			Data Sources/Supporting Evidence	
		Not yet	Partially			Fully
			B	A		
11. School administrators advocate for all SWDs 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.	<ul style="list-style-type: none"> Administrators review bus arrival and departure procedures for all buses to ensure the safety of all students and identify potential problem areas (e.g, physical access, health and safety measures, adequate supervision for all bus arrivals and departures) All bus arrivals and departures occur at the same time and location for students with and without disabilities. There are designated bus monitors in each school who are responsible for overseeing bus procedures and identifying potential problems. The principal has made a formal request to the district for bus schedules to be changed. Students with and without disabilities attend field trips, community-based career or vocational instruction and school-sponsored trips together. SWDs do not arrive late and leave school early based upon the bus schedule. 				Students are transported with general education students to/from field trips and before/after school.	
<p>Suggested Measures: Bus schedules and rosters, school site map (including bus locations), field trip documentation; documentation of emails or other communication between school leaders and district transportation office requesting changes to bus schedules.</p> <p>Note: Aligns with District BPIE Indicator #9. Although school leaders may not have full control over district bus schedules, they can advocate for the district to make changes to schedules so that no students lose academic time on task as a result of scheduled bus service. School leaders can also make requests to the district through work orders that include the construction of curb cuts at school bus drop-off and pick-up locations designated for all buses.</p> <p>Comments: All bus students are routed appropriately throughout the year. All students arrive and are dismissed as a whole.</p>						

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Indicator	Examples or Evidence of Practice	Implementation Status			Data Sources/Supporting Evidence	
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			B	A		
12. All SWDs 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.	<ul style="list-style-type: none"> All SWDs have access to all school facilities and non-academic activities. Supports, such as adaptive equipment, band instruments and communication devices, are provided so that SWDs can fully participate in the same activities as those students without disabilities. Athletic coaches include students with disabilities in the same activities as those without disabilities. Club sponsors are chosen because of their commitment to include SWDs in all club activities. Case managers monitor the participation of SWDs in non-academic activities. All personnel advocate for the inclusion and full participation of SWDs in school-sponsored activities. SWDs participate in class field trips with same-age peers without disabilities. Separate, "ESE only" field trips are discouraged. School personnel model strategies and create opportunities for students without disabilities to socialize with SWDs in non-academic contexts, (e.g., clubs, common gathering areas, lunch, pep rallies). Ability awareness and diversity training is provided to all students in the school. Same-age peers provide natural supports to SWDs, as appropriate, to facilitate social interactions during school-sponsored activities. SWDs are eligible for and encouraged to run for student government. All SWDs are eligible, within the same guidelines as their peers without disabilities, for candidacy for homecoming court, prom court, etc. Families of students with significant cognitive disabilities receive information about all school-sponsored, non-academic activities. 			<input checked="" type="checkbox"/>	Participation in field trips and extra curricular activities. Tradewinds and Fire Dance Team Patrols Grade Level Performances Assemblies Lunch Awesome Buddies	

Suggested Measures: Student schedules, organizational rosters, list of adaptive equipment; observations of students with and without disabilities in non-academic contexts, e.g., recess, in between class and school social gatherings; surveys, focus groups or interviews of students with and without disabilities

Note: Aligns with District BPIE Indicator: #21. For many students with disabilities, especially those with more significant disabilities, learning purposeful skills in the context of meaningful and inclusive activities is critical to practicing, maintaining and generalizing what they learn across a range of natural settings and situations. Educators should consider non-academic activities when identifying opportunities to develop essential skills such as using money, ordering food, reading, speaking and asking for assistance when needed in natural contexts, with non-disabled peers. School-sponsored, non-academic activities also provide opportunities for students with significant disabilities to interact and develop relationships with same-age peers without disabilities.

Comments:

All students at Tradewinds Elementary are invited to participate in our school activities. Teachers advocate for students with special needs to be involved. All school wide activities are attended by all of our students.

Domain: Leadership and Decision Making

Indicator	Examples or Evidence of Practice	Implementation Status			Data Sources/Supporting Evidence	
		Not yet	Partially			Fully
			B	A		
13. All students, including SWDs, are given equal consideration for recognition through honors, awards and other designations offered by the school.	<ul style="list-style-type: none"> All SWDs, 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 (e.g., class standing for academic scholarships, honor societies and International Baccalaureate programs). All SWDs are recognized for honors and awards in the same manner and at the same time as those without disabilities. 				Students are recognized with character education awards, Reading Across Broward, and High Flying Eagles awards.	
<p>Suggested Measures: Guidelines for participation as noted in information (e.g., school handbook, flyers, newsletters, website) disseminated to teachers, students and families; list of honorees and award recipients; student interview responses.</p>						
<p>Note: Aligns with District BPIE Indicator #23.</p>						
<p>Comments: There are a variety of opportunities throughout the school year for students to earn awards and participate in recognition ceremonies (For example, Honor Roll, High Flying Eagle Award, Student Character of the Month, Most Improved Student of the Month and Reading Across Broward).</p>						

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			B	A		
14. School administrators analyze data to identify professional development (PD) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.	<ul style="list-style-type: none"> Administrators analyze student performance data, staff and family needs assessments/ surveys. Administrators analyze data from classroom observations. Administrators obtain input from IEP teams to identify specific PD and TA (e.g., augmentative, alternative communication [AAC], positive behavior supports [PBS]) needed to support individual students. PD and TA are differentiated for each staff member, as per their assessed needs. When appropriate, individual staff members include PD and TA goals related to inclusive practices in their individual professional development plan. Regular review of student learning data is reflected in an effort to determine ongoing PD and TA needs. Regularly scheduled (at least quarterly) data checks/discussions are conducted across school teams to identify ongoing PD and TA needs of teachers. 				RTI meetings, data chats, professional development plan, classroom observations. Meetings are held to analyze data to identify barriers of learning for all students.	
<p>Suggested Measures: Needs assessment data from school staff and family members, record of needs assessment and information sessions/PD specifically geared toward family members, the individual professional development plan of each professional staff member, agendas/sign-in sheets from professional development activities/technical assistance activities and record of follow-up activities.</p> <p>Note: Aligns with District BPIE Indicators #6 and #7. School administrators are encouraged to develop PD and TA that are differentiated based on individual educator and/or team needs and not as a one-size-fits-all approach.</p> <p>Comments: Administration schedules Data Chats, RTI Meetings, Monthly Team Meetings with teachers and grade levels, Support Facilitators and other staff responsible for a particular student(s). Data folders are kept by teachers and facilitators on ESE students to track goals. Teachers are trained by Support Facilitators in the collection of data to track goals. Data Binders are collected quarterly from all teachers across all grade levels.</p>						

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		Not yet	Partially			Fully
			B	A		
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 SWDs.	<ul style="list-style-type: none"> Administrators identify collaborative teams, including general and special education staff, to participate in all PD related to effective inclusive practices. PD is provided through existing school structures, such as PLCs, faculty book studies, collaborative team planning, lesson study, peer coaching and critical friends groups. Strategies for effective inclusion are provided and modeled in the classroom setting. PD is provided to collaborative teams, to include the following topics. <ul style="list-style-type: none"> -- Curricular accommodations and modifications in general education classes and non-instructional activities -- Embedding IEP goals into the general education instructional activities and natural contexts -- Access points for math, language arts, science and social studies -- Universal design for learning (UDL) -- Differentiated instruction (DI) -- Classroom management strategies -- Data collection and analysis -- Accessible instructional materials -- Assistive technology -- Communication supports (AAC) -- Visual supports -- PBS -- Alignment of modified curriculum to general education standards -- Formative assessment -- Collaborative planning and teaching models -- Flexible scheduling -- Peer supports -- School-family communication/collaboration School leaders participate in professional development activities provided to teachers and staff on inclusive educational practices. School leaders provide electronic learning resources related to inclusive educational practices (e.g., FIN's Building Inclusive Schools) for all SWDs. Outside resources, such as webinars, FIN, FDLRS, and CARD, are procured for the provision of PD. School leaders provide a published schedule of PD opportunities, made available throughout the school year, for all school personnel. Administrators provide ongoing support for new 				At Tradewinds, a needs survey is completed by classroom teachers and analyzed by a committee to identify the biggest challenges. Professional development is offered for all employees that pertain to their job responsibilities

		personnel who are hired after the beginning of the school year.					
<p>Suggested Measures: School's professional development plan, agendas/sign-in sheets from professional development activities and record of follow-up activities, master schedule (showing collaborative planning time), records of technical assistance activities and follow-up activities for school personnel.</p>							
<p>Note: Aligns with District BPIE Indicators #13-#17 and #19. Please see the Appendices: Glossary of Terms for definitions of the above terms: access points, collaborative teams and visual supports. It is recommended that school administrators maintain an active role in the provision of PD activities for their faculty and staff. This includes participation in PD activities and monitoring of progress toward meeting PD goals for individual teachers and/or teams.</p>							
<p>Comments: Grade level teachers and ESE teachers meet monthly to discuss all students. All teachers use formative assessment conducted by teachers during the learning process in order to modify teaching and learning activities to improve student attainment. Paraprofessionals are trained as needed to work with students in need. Organized Professional Learning Communities (PLC) will be conducted for paraprofessionals through-out the school to better service the students.</p>							

Domain: Leadership and Decision Making

Indicator	Examples or Evidence of Practice	Implementation Status			Data Sources/Supporting Evidence	
		Not yet	Partially			Fully
			B	A		
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 SWDs.	<ul style="list-style-type: none"> • A key person at the school coordinates activities related to needs assessments and TA for individual staff and collaborative teams. • School leaders facilitate the provision of technical assistance for individual staff and collaborative teams as determined through PD and needs assessments, such as: <ul style="list-style-type: none"> • -- In-class coaching on collaborative teaching models; • -- Development of professional learning communities; • -- Classroom demonstration of instructional strategies; • -- Team problem solving; • -- Flexible scheduling; • -- Planning and implementing behavior supports; • -- Planning and implementing visual supports; • -- AAC and other instructional technologies; • -- Planning and application of curricular accommodations/modifications; and • -- Planning instruction based on UDL and DI. • Teacher leader(s) are identified to provide ongoing follow-up, coaching and feedback to teachers and teams. • Outside resources, such as FIN, FDLRS and CARD, are procured for the provision of TA. 				Inclusive scheduling, team problem solving, coaching opportunities, professional learning communities. Training through school and district are provided for all to attend ASD Coach trains paraprofessionals who work in the Cluster setting and those who work with ASD students Assistive technology and technology training is available through out the year by the district and in school professional development	
Suggested Measures: Schedule of TA with topics, data from various needs assessment instruments.						
Note: Aligns with District BPIE Indicators #14-#17 and #19. It is recommended that school administrators maintain an active role in the provision of TA activities for their faculty and staff. This includes monitoring of progress toward meeting PD goals for individual teachers and/or teams.						
Comments: Professional development is provided for all staff by school and/or district support.						

Domain: Leadership and Decision Making						
Indicator	Examples or Evidence of Practice	Implementation Status			Data Sources/Supporting Evidence	
		Not yet	Partially			Fully
			B	A		
17.	School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	<ul style="list-style-type: none"> The school master schedule reflects collaborative planning time for collaborative teaching teams. Administrators provide structures for release time for planning (e.g., floating substitute teachers, duty release). Administrators ensure that teacher duty assignments are distributed across all staff, allowing time for collaborative teachers to plan. The principal schedules time for secondary special education teachers, assigned to different departments (e.g., science, English, history, math) to meet with general education teams to discuss the progress of students they have in common. Monthly PD days are designated for teams (including ESE and general education teachers) to plan and discuss grade-level or subject-area concerns related to curriculum and student interventions. Agendas and logs from collaborative planning sessions are available for administrators to review. There is evidence that lesson plans are developed collaboratively and include shared roles and responsibilities for instruction and assessment. There is a schedule and record of PLCs related to the review of student work and instructional planning. Meeting logs show evidence that student data are reviewed, discussed and used to guide all instructional decisions made by teams during collaborative planning time. 				Collaborative planning times are arranged in master schedule for ESE teachers to collaborate with general education teachers.
<p>Suggested Measures: Master schedule, teachers' lesson plans, agendas and logs from collaborative planning sessions, walk-through notes from teacher planning meetings.</p> <p>Note: Aligns with District BPIE Indicator #15. School administrators are encouraged to provide support to teams during planning time, such as oversight of and support for team planning agendas and activities, assistance with team problem solving and provision of resources for planning time (e.g., release of regularly scheduled bus duty time for collaborative planning).</p> <p>Comments:</p>						

Domain: Instruction and Student Achievement						
Indicator	Examples or Evidence of Practice	Implementation Status			Data Sources/Supporting Evidence	
		Not yet	Partially			Fully
			B	A		
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 SWDs in their classes.	<ul style="list-style-type: none"> A music teacher has several SWDs in his classes. A special education teacher is available to observe students during class and discuss accommodations, modifications or other appropriate supports for these students. The physical therapist provides consultation to the physical education (P.E.) coach related to adaptive equipment for students who need mobility supports. The occupational therapist provides guidance to the business education teacher on the use of assistive devices, such as adaptive keyboards, for a student with fine motor support needs. ESE teachers and support services personnel solicit feedback from specials, electives or CTE teachers to determine the effectiveness of instructional accommodations or modifications. The ESE teachers provide monthly updates with specific student information, instructional strategies and/or useful articles to teachers. The LATS team provides guidance and training on the use of assistive technology devices. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Specials classes need additional support and collaboration with ESE team.</p> <p>At Tradewinds, Consultation with ESE Support Facilitators and ESE providers and general education teachers is done daily through face to face conversation, emails and phone calls. Meetings are held between all stakeholders as needed.</p> <p>ESE Team meets with grade level teams to collaborate with teachers on different grade levels on common students.</p>
Suggested Measures: Teacher schedules, teachers' lesson plans, agendas and notes from collaborative teaching sessions.						
Note: -						
<p>Comments: Tradewinds staff development plan includes training for Special area teachers and all instructional staff on best practices for Students with Disabilities. Data is analyzed and discussed with Administrators, Teachers, Support Facilitators and Specials Area teachers.</p>						

Domain: Instruction and Student Achievement						
Indicator	Examples or Evidence of Practice	Implementation Status				Data Sources/Supporting Evidence
		Not yet	Partially		Fully	
			B	A		
19.	General and special education teachers use the Florida Standards as the foundation for instruction of all SWDs, including those with a significant cognitive disability.	<ul style="list-style-type: none"> IEP goals and objectives for all SWDs are aligned to the state standards. General and special education teachers can articulate what all students need to know, understand and be able to do in relation to the state standards. The instructional goals and learning targets of students with the most significant cognitive disabilities are based on access points. Teachers modify learning goals and instruction for students with the most significant cognitive disabilities using the same, or similar, age-appropriate materials as those used by students without disabilities. 				All students are instructed on Florida State Standards. Florida State Standards are scaffolded for students on access points.
Suggested Measures: Lesson or unit plans, curriculum maps, walk-through data, ongoing progress-monitoring data.						
Note: For all SWDs, including those who are taking alternate assessment, educators should develop learning goals and assess progress toward meeting those goals based on the Florida Standards.						
Comments: All students are taught or exposed to the standards.						

Domain: Instruction and Student Achievement


Indicator	Examples or Evidence of Practice	Implementation Status			Data Sources/Supporting Evidence	
		Not yet	Partially			Fully
			B	A		
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.	<ul style="list-style-type: none"> School personnel use a problem-solving process to identify appropriate instructional and behavioral interventions. There is a schoolwide plan to provide school personnel with ongoing PD and TA on the implementation of an MTSS framework. Members of the school MTSS team are assigned to provide support to specific grade-level or subject-area teams. PD and TA activities for implementing MTSS are documented, including evaluation criteria to measure desired outcomes. PD and TA activities are provided with the goal of matching tiered supports with the instructional support needs of individual SWDs in general education classrooms and natural contexts. Families are provided information and opportunities to understand the MTSS process as it relates to tiered interventions for their child. Administrators allocate resources to support schoolwide MTSS, functional behavior assessments (FBA) and PBS plans. An FBA process is used to identify triggers and replacement behaviors for any student who needs additional behavioral support. School rules are translated into specific applications for classrooms, hallways and other school areas as part of a schoolwide PBS plan. 				MTSS is utilized to meet the needs of all students and provide appropriate Tiers of instruction/support.	

Suggested Measures: PD/TA schedule and sign-in sheets, minutes of MTSS meetings, schoolwide PBS plans, FBA documents.

Note: For more information and resources on the MTSS and problem-solving process, please refer to the Appendices: Glossary and Resources/Publications sections.

Comments:

At Tradewinds RTI Meetings (administration, ESE, Guidance, Literacy Coach, Teachers, Psychologist, Social Worker) are held bi-monthly to analyze student progress and collaborate with teachers on interventions and strategies to use in the classroom. A framework of goals and calendar are provided of when we will meet again and when teacher documentation is due. Parents are invited to the MTSS meetings to discuss their student's concerns. Classroom rules and consequences are clearly posted in all classrooms. Paraprofessional support is provided across the grade levels for students with disabilities to assist teachers in meeting student needs.

Domain: Instruction and Student Achievement						
Indicator	Examples or Evidence of Practice	Implementation Status			Data Sources/Supporting Evidence	
		Not yet	Partially			Fully
			B	A		
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.	<ul style="list-style-type: none"> General education teachers collaborate with special education teachers, and other related services personnel, to use a variety of data collection tools and processes to continuously assess progress of SWDs in general education classrooms and natural contexts to use a variety of data collection tools and processes to continuously assess progress of SWDs in general education classrooms and natural contexts, such as: <ul style="list-style-type: none"> -- Checklists -- Profiles -- FBA tools; -- Ecological inventories; -- Task analysis; -- Portfolios; -- Performance assessments; -- Reading assessment tools; and -- Scoring criteria/rubrics. All teachers use formative assessment data to adjust instruction, revise behavior plans and determine individual student responses to interventions in general education and natural contexts. Instructional personnel consider SWDs as general education students first and use data-driven decision making to identify supports needed for SWDs to make progress in general education and natural contexts. The school has designated personnel with expertise in gathering and analyzing student data who provide ongoing support in the use of formative assessment processes. All SWDs have access to the same multi-tiered interventions as those without disabilities. 				Formative assessment tools are utilized with all students. Progress Reports Individual Education Plan Meetings RTI Meetings Collaboration between Support Facilitators and classroom teachers

Suggested Measures: Sample assessments, MTSS meeting minutes, classroom data, documentation showing adjustments in instruction or behavior plans.

Note: -

Comments:

ESE and general education teachers at Tradewinds use formative assessment data to adjust instruction, revise behavior plans and determine students with disabilities responses to interventions in all academic areas and behaviors.

Domain: Instruction and Student Achievement

Indicator	Examples or Evidence of Practice	Implementation Status			Data Sources/Supporting Evidence	
		Not yet	Partially			Fully
			B	A		
<p>22. Teachers of SWDs 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 SWDs to make progress toward meeting IEP and learning goals.</p>	<ul style="list-style-type: none"> Special education teachers use formative assessment to identify student needs, adjust instruction, revise behavior plans and identify opportunities for learning in general education and natural contexts. 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 - education classes, such as observational data to identify effective behavior supports for learning in the general education classroom. Teachers of students in self-contained classrooms use formative assessment data to increase time SWDs receive instruction in natural contexts, such as lunchroom, media center and school store. 				<p>Students get access to the general education curriculum, visual schedules and strategies are implemented to meet students' needs, interventions are utilized to support students toward meeting their IEP goals.</p>	

Suggested Measures: Sample assessments, MTSS meeting minutes, classroom data, documentation showing adjustments in instruction or behavior plans.

Note: This indicator refers to the use of formative assessment data to ensure SWDs served in self-contained and resource settings have opportunities to receive educational services in general education classes. Assessment data are used to determine interventions and supports that follow the student into general education classes, rather than providing educational supports and services in a pull-out model.

Comments:
 ESE and general education teachers at Tradewinds use formative assessment data to adjust instruction, revise behavior plans and determine students with disabilities responses to interventions in all academic areas and behaviors.

Domain: Instruction and Student Achievement

Indicator	Examples or Evidence of Practice	Implementation Status			Data Sources/Supporting Evidence	
		Not yet	Partially			Fully
			B	A		
23.	There is a schoolwide approach to facilitate positive, interdependent relationships and social responsibility among all students with and without disabilities across all general education and natural contexts.	<ul style="list-style-type: none"> The school has one or more schoolwide programs in place that address the following: <ul style="list-style-type: none"> -- Formal, academic and social peer support -- Social and community inclusion -- Anti-bullying -- Conflict mediation -- Student problem solving -- Character education -- Self-determination and self-advocacy -- Community service projects -- Global cultural and diversity awareness Teachers include team-building and class-building structures to create and support positive interactions among students with and without disabilities. School guidance counselor(s) are involved in identifying and coordinating schoolwide programs for anti-bullying, peer supports, etc. 				Through responsive classroom and morning meetings, students learn to build relationships with one another, regardless of disability.

Suggested Measures: Peer support roster, roster and syllabus of anti-bullying and character education programs, list of community service projects.

Note: Aligns with District BPIE Indicator #22. These programs can be formal or informal, but should involve the entire school.

Comments:

Through guidance activities, responsive classroom and SEL activities, student problem solving is addressed along with self esteem, conflict resolution and behavior issues that arise. Our "Awesome Buddy" program allows for students without disabilities to work side by side with our students with disabilities in classrooms and special activities (on and off campus).

Domain: Instruction and Student Achievement						
Indicator	Examples or Evidence of Practice	Implementation Status			Data Sources/Supporting Evidence	
		Not yet	Partially			Fully
			B	A		
24.	There is a schoolwide approach for planning and implementing UDL across all instructional and non-instructional school contexts.	<ul style="list-style-type: none"> Teachers differentiate instruction to allow multiple means of representation, expression and engagement. Lessons are presented in visual and oral formats. The student responds using eye gaze, choices cards and/or gestures. Appropriate response time is given for SWDs to participate. Instructional technology, matched to the needs of individual students, is effectively used for instruction in all classrooms. Teachers and support personnel use assistive technology for students who need it, including low-tech strategies and high-tech communication systems and software, such as: <ul style="list-style-type: none"> -- Book pages equipped with foam tabs for Pre-K students to easily turn pages; -- A visual schedule that includes items with Velcro for ease of manipulation on the schedule board; -- Wide classroom aisles to accommodate students with limited mobility; -- Table heights adjusted to accommodate a wheelchair, a stander or students of short stature; -- Choice boards or software programs for visual schedules and assignments; -- Pencil grips; -- Wood blocks to raise the desk level; -- Specialized computer software, digital text, iPads™, Alpha-Smarts™ or FM systems to ensure meaningful participation in instructional activities; -- A student with scoliosis is provided with a lab stool with a back so that he can participate fully in instructional activities; and -- An FM system is provided in class for a student who needs auditory support. Teachers allow students to respond orally on assessments. Teachers tier assignments/assessments. Teachers involve students with disabilities by regularly using instructional strategies that support more complex thinking rather than watering down the curriculum. 				A variety of instructional formats/ supports are provided for SWDs Professional Learning Communities Visual Supports in classrooms, iPads, laptops and desktops with programs for all students, AT devices, PECS for communication matched with students Interactive Boards in majority of classrooms FM Systems for students as needed Paper-based assessments Tiered assignments, materials and tests Extra Response time for students Lessons "chunked" Visual schedules

Suggested Measures: Classroom observation, lesson plans reflect use of technology/DI and the principles of UDL.

Note: Creating learning environments using the principals of UDL does not mean teachers water down the curriculum for SWDs. Students with IEPs are expected to know and understand the same concepts as those without disabilities (with varying levels of complexity), through multiple means of representation, action and expression and engagement.

Comments:

Teachers and paraprofessionals have continuous training in the use of high and low tech assistive technology devices. Staff is also trained in interventions and strategies.

Domain: Instruction and Student Achievement						
Indicator	Examples or Evidence of Practice	Implementation Status			Data Sources/Supporting Evidence	
		Not yet	Partially			Fully
			B	A		
25.	There are a variety of service delivery models in place, across all grade levels, to provide instruction and related services to SWDs in general education classes and natural contexts.	<ul style="list-style-type: none"> Administrators and teachers can articulate different ways to deliver special education services in general education settings. Related services are provided, as appropriate, in general education classes and natural contexts; language therapy is provided to SWDs during reading instruction, physical therapy is provided during P.E. or recess and occupational therapy is provided during writing activities. When developing the school's master schedule, SWDs are scheduled first. The school master schedule reflects a variety of service delivery models used across the school, including co-teaching, support facilitation and consultation. When providing in-class supports, teachers select and use various approaches, such as station teaching, parallel teaching and alternative teaching, based on the needs of the students and the intended outcome(s) of instruction and assessment. Collaborative teachers can explain why they selected a structure for a particular lesson. Collaborative teachers share accountability for co-planning and co-delivering instruction and co-assessing all students. Administrators note and provide feedback on collaborative teaching structures as part of the teacher evaluation system. 				Inclusive schedules, appropriate therapies and differentiated instruction and support are provided for students on all levels. Consultation with RTI Team Staff is well versed in strategies to deliver services to our special needs population. At Tradewinds, administration takes into consideration the schedules of Special Needs population first.
Suggested Measures: School master schedule, student schedules, IEPs, classroom observations, teacher interviews, administrative feedback.						
Note: Service delivery models used to serve students in inclusive classes include consultation, support facilitation and co-teaching. For more information, please see the Resources/Publications section: Course Code Directory and Instructional Personnel Assignments.						
Comments: Administration at Tradewinds Elementary creates schedules conducive to meet the needs of students with disabilities by scheduling ESE first and working with district personal. Teachers and Support Facilitators work closely so students do not miss core lessons in the general education classroom. Services are provided are push in and pull out depending on the student need.						

Domain: Instruction and Student Achievement

Indicator	Examples or Evidence of Practice	Implementation Status			Data Sources/Supporting Evidence	
		Not yet	Partially			Fully
			B	A		
<p>26. All paraprofessionals have received PD that includes clear descriptions of their work responsibilities and strategies for providing support to SWDs in general education classrooms and natural contexts.</p>	<ul style="list-style-type: none"> Paraprofessionals receive ongoing training on topics relative to their work responsibilities (e.g., the nature of specific disabilities and impact on learning; providing communication, physical, social and academic supports; health, safety and hygiene needs; and confidentiality). Outside resources, such as FIN, FDLRS, and CARD, are procured for the provision of training to paraprofessionals. The roles and responsibilities of paraprofessionals are clearly outlined and communicated by administrators and teachers. The principal ensures dedicated time for paraprofessionals to consult with teachers and be involved in student IEP meetings. Teachers and paraprofessionals discuss strategies and methods to provide individual supports to SWDs in general education classrooms and natural contexts. Administrators and teachers monitor the activities of paraprofessionals to evaluate the effectiveness of supports provided to SWDs. Paraprofessionals can clearly articulate the learning, communication and behavioral support needs of the SWDs they serve. 		<p>75</p>	<p>100</p>	<p>Paraprofessional trainings are being offered on early release days.</p>	
<p>Suggested Measures: Professional development logs, pre- and post-assessments, checklists, paraprofessional interviews, job descriptions, paraprofessional schedules.</p>						
<p>Note: It is important that paraprofessionals understand how to support learning while using the least intrusive interventions for SWDs. Paraprofessionals should be included in professional learning opportunities and technical assistance relative to their assigned students and job responsibilities. Paraprofessionals' input on student learning (academic, behavioral and social) is critical to planning and implementing appropriate supports as part of the IEP and curriculum team planning processes.</p>						
<p>Comments: Paraprofessionals will benefit from attending professional development in best practices, accommodations and training to follow safety plans and FBAs.</p>						

Domain: Communication and Collaboration

Indicator	Examples or Evidence of Practice	Implementation Status			Data Sources/Supporting Evidence	
		Not yet	Partially			Fully
			B	A		
27. All special education teachers are full, collaborative members of a general education curriculum team.	<ul style="list-style-type: none"> A secondary school special education teacher is an active member of the social studies department. An elementary school special education teacher is an active member of the third grade team. Special education teachers collaborate with general education teachers to share and implement instructional decisions made by the team. Special and general education teachers meet regularly to share information on curriculum and individual student support needs. All team members receive minutes of team meetings and have input into decisions when not available to attend in person. Special education teachers are not pulled from regularly scheduled classroom schedules to attend other meetings (e.g., IEP or parent conferences). 				Grade level teams include all teachers (General Education and ESE).	

Suggested Measures: Curriculum team rosters, curriculum team meeting schedules and notes.

Note: Although all special education teachers may not be available to meet with each curriculum team during every scheduled team meeting, they should flex their schedules to have opportunities to meet with each team throughout each grading period. For example, Mrs. Smith may meet with the third grade team during pre-school planning time on Monday, and the fifth grade team during pre-school planning the following Monday.

Comments:

All teachers attend grade level meetings. All students are discussed at these weekly meetings. Support facilitators are assigned a grade level and currently meet once per month with that team.

Domain: Communication and Collaboration

Indicator	Examples or Evidence of Practice	Implementation Status			Data Sources/Supporting Evidence	
		Not yet	Partially			Fully
			B	A		
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.	<ul style="list-style-type: none"> Teachers identify and discuss their various roles (e.g., collaborative teaching structures) during the lesson-planning process. When planning, teachers consider the application of UDL and DI as part of every lesson. Teachers determine appropriate accommodations and other supports (e.g., behavior, visual and communication) for individual students. Teachers have consensus on grading procedures, especially when accommodations or modifications are provided for individual students. Teachers share roles and responsibilities such that distinctions between special education and the content- or grade-level teacher are not obvious. Teachers have parity in their roles so that one teacher does not have more responsibility for instruction and assessment than the other. Teachers reflect on and assess their effectiveness as collaborative teachers. Administrators provide ongoing support to assist collaborative teachers in identifying, clarifying and developing their roles and responsibilities. 				ESE teachers and general education teachers have built collaborative relationships with one another.	

Suggested Measures: Master schedule, teacher lesson plans, classroom observation or walk-throughs, teacher interviews, coaching logs.

Note: Please see the Resources Section: DOE Course Code Directory; Please see the Appendices: Glossary of Terms section for definitions of the above terms: Collaborative models of support—consultation, support facilitation and co-teaching.

Comments:
Support Facilitators will continue to be included as needed during RTI meetings and grade level meetings. The purpose of this collaboration is to discuss students academics and behaviors and to support the efforts of teachers with resources and data.

Domain: Communication and Collaboration

Indicator	Examples or Evidence of Practice	Implementation Status			Data Sources/Supporting Evidence	
		Not yet	Partially			Fully
			B	A		
29. Family members of SWDs are contributing members of school decision-making groups.	<ul style="list-style-type: none"> School administrators actively recruit family members of SWDs to participate in school decision-making groups, including the School Advisory Council. Family members of SWDs are active members of groups such as the Parent-Teacher Association (PTA) and school sub-committees (e.g., Fall Festival, Band Boosters). Family members of SWDs participate in school decision-making based upon annual measurable outcome data for students with and without disabilities. 		75	25	Parents of ESE students are involved in the IEP process, RTI, PTA, and SAC.	

Suggested Measures: Decision-making group rosters, meeting notes.

Note: In addition to the School Advisory Council, family members of students with disabilities should be included in all decision-making groups that include family members of students without disabilities, such as the PTA and school sub-committees.

Comments:

Individual Education Plan Drafts and Parent Information forms are sent to parents five (5) days in advance of ESE Annual meetings. During meetings, parents are active participants in completing their child's Individual Education Plan.

Domain: Communication and Collaboration

Indicator	Examples or Evidence of Practice	Implementation Status			Data Sources/Supporting Evidence	
		Not yet	Partially			Fully
			B	A		
30. Learning opportunities and resources are provided to families of SWDs as a result of needs assessments and student data.	<ul style="list-style-type: none"> Data are gathered from families via surveys, interviews, focus groups, suggestion box, etc. Learning opportunities and resources are identified and provided to families based on family surveys or interviews, school climate surveys, IEP goals and student data. Information and strategies are provided on topics such as helping with homework, test preparation, understanding LRE and inclusion, developing meaningful IEP goals and postsecondary school opportunities. Schedule of ongoing learning opportunities is provided to all families via newsletter, website, emails, etc. Family learning opportunities include content and activities that are translated for families whose first language is not English. 				Coffee and Comprehension, curriculum nights	

Suggested Measures: List of resources/learning opportunities available to families, survey samples and results, samples of information in languages other than English.

Note: Family members play an important role in facilitating their child's success in school when they are given complete and accurate information. It is important for families to understand ways to support their child's learning goals and objectives at home and in community settings.

Comments:
 Translators are consistently provided during school-wide events, conferences, ESE staffings, and other school-related programs/activities for our families.

Domain: Communication and Collaboration

Indicator	Examples or Evidence of Practice	Implementation Status			Data Sources/Supporting Evidence	
		Not yet	Partially			Fully
			B	A		
31. When communicating with families of SWDs, all personnel consider family members as a resource and obtain their input in planning and problem solving.	<ul style="list-style-type: none"> A fifth grade co-teaching team sends a letter home during the first week of school that gives a broad outline of what the students will learn, homework and grading procedures, ideas for how parents can support good study skills and homework habits, etc. Team/department meeting notes reflect family input on developing educational, behavioral and/or social strategies for their children, such as an individual PBS plan and FBA. Families receive support and resources, such as checklists or point systems, to implement behavior support plans at home and in the community. Teachers maintain ongoing communication with families to ensure support plans are consistent from school to home and community. Teachers obtain family input on creating a student profile for a student with significant behavioral support needs (e.g., interventions that have worked at home or in other settings). Structures are in place for educators and families to share ongoing information about access, equity and progress of SWDs. 				Resources and communication are provided to families to assist their child with disabilities. Individual Education Plan sent home five (5) days prior to meeting with Parent/Teacher Conferences Email communication Phone Conferences	

Suggested Measures: Sample correspondence, meeting notes, phone logs, planning documents.

Note: Family members are experts about their child. Their input is invaluable in identifying and providing appropriate supports for success.

Comments:

Tradewinds completes and submits a School Improvement Plan to the district. It is also available to the public on the School Web-Site. All stakeholders are invited to join our monthly SAC meetings and provide input in all school improvement objectives.

Domain: Communication and Collaboration

Indicator	Examples or Evidence of Practice	Implementation Status			Data Sources/Supporting Evidence	
		Not yet	Partially			Fully
			B	A		
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel, and community members annually.	<ul style="list-style-type: none"> At the end of the school year, the school provides a report to the district that includes progress toward implementing and improving inclusive practices. The school administrator provides a report to families as part of school open house activities. The school administrator provides a report to all school personnel as part of pre-school activities and throughout the year. The school administrator provides a report to other school administrators during district meetings. 				Appropriate reports are given to district and community.	

Suggested Measures: Annual summary report of BPIE priority indicators and resulting improvement efforts and outcomes.

Note: See indicator #2; BPIE results should be embedded as goals in a plan for short-term and long-term improvement.

Comments:

Multiple sources are used to report progress to all stakeholders.

Domain: Communication and Collaboration

Indicator	Examples or Evidence of Practice	Implementation Status			Data Sources/Supporting Evidence	
		Not yet	Partially			Fully
			B	A		
33. The school uses a person-centered planning process for SWDs.	<ul style="list-style-type: none"> • There is an established protocol for facilitating a smooth transition for SWDs from grade to grade and school to school. • Personnel use the Circles of Friends activity to identify natural learning and social/friendship supports for SWDs in general education contexts. • Person-centered planning is used for SWDs to plan for independent living, postsecondary education and careers. • SWDs have opportunities to learn and practice skills associated with self-determination. • Personnel use the Students Transitioning to Adult Roles (STAR) process for SWDs transitioning from school to postsecondary education. • Personnel use the Planning Alternative Tomorrows with Hope (PATH) or McGill Action Planning System (MAPS) to determine person-centered planning goals for the future in general education and community contexts. • The school involves adult and community agencies and postsecondary education institutions in person-centered planning. 				Students are carefully recommended for placements in the next grade level to accommodate for appropriate student needs, transitions to middle school are carefully designed, students become involved in their IEP as they get older.	
<p>Suggested Measures: Policies and procedures for transition, STAR, PATH, MAPS, and Circles of Friends graphics and participant rosters, IEP goals, postschool outcomes data.</p> <p>Note: The input of all stakeholders, including family members and peers, should be considered in determining the supports needed for SWDs to achieve the most desirable outcome. Please see the Appendices: Glossary of Terms for definitions of the terms person centered planning and self-determination. For more information on STAR, PATH, MAPS and Circles of Friends, please refer to the Appendices: Resource/Publications section.</p> <p>Comments: Matriculation meetings are held for 5th graders and outgoing Pre-kindergarten students. Transitional IEPs are completed for 5th grade ESE students. Students 12 and older are invited to participate in their transition meetings.</p>						

Domain: Communication and Collaboration

Indicator	Examples or Evidence of Practice	Implementation Status			Data Sources/Supporting Evidence	
		Not yet	Partially			Fully
			B	A		
34. School uses a team decision-making process to ensure SWDs transition from grade to grade, school to school and district to district to ensure placement in the LRE.	<ul style="list-style-type: none"> • Supports are in place and are passed seamlessly between sending and receiving parties. • Vertical planning between teachers from school to school includes sharing information and effective instructional or behavioral supports for individual students. • Administrators proactively ensure that supports follow all SWDs as they transition from grade to grade, school to school and district to district. • Structures are in place for the educational and transition teams to communicate and plan postschool opportunities for SWDs. • Schools identify and share individual needs of SWDs, through the flexible scheduling process, as they transition from grade to grade. • In the spring, the school coordinates an orientation for students moving from elementary to middle school or middle to high school, • including giving a tour of the building, reviewing important information in the student handbook and orienting students to school procedures. • The school provides opportunities and transportation for a student with autism spectrum disorder, transitioning from one school to another, • to spend time in the receiving school's classrooms for a week, with appropriate support (e.g., paraprofessional, visual schedule, social supports). 				Student transitions are carefully designed from year to year. Collaborative Problem Solving Team Individual Education Plans Articulation Meetings for Middle School and Kindergarten RTI In the spring, school coordinates an orientation for students moving from elementary to middle school to visit the campus Middle school representative joins SAC to answer parent questions Kindergarten Roundup for Incoming Kindergarten parents to obtain information and see the school.	

Suggested Measures: Teacher, family and administrator interviews, district and school articulation plans, procedures and policies.

Note: Aligns with District BPIE Indicator #10.

Comments:

General education teachers and Support Facilitators plan for the success of each student. In the spring matriculation meetings are held to make transitions seamless

School Priority Indicators

35. Based on your team's final indicator ratings, please specify your school's priority indicators by selecting them on the list below. When you have selected your priority indicators, please click on the "Save" button in the toolbar above and email your completed BPIE to your ESE administrator.

***Please do not select ALL indicators**

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Indicator 1. School analyzes data to identify barriers and initiate improvement steps that increase the number of students in gen. ed. |
| <input checked="" type="checkbox"/> | Indicator 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 BPIE. |
| <input type="checkbox"/> | Indicator 3. School has a key person who coordinates and monitors the implementation of inclusive education. |
| <input type="checkbox"/> | Indicator 4. School administrators advocate for all SWDs to have the same school choice options as typical peers. |
| <input type="checkbox"/> | Indicator 5. School data reflect that all SWDs are educated in gen. ed. contexts 80% or more of the day. |
| <input type="checkbox"/> | Indicator 6. School data reflect that all SWDs, ages 3-5, receive special education and related services in regular Pre-K and kindergarten classes. |
| <input type="checkbox"/> | Indicator 7. Administrators communicate expectations for all personnel to share responsibility for all students. |
| <input type="checkbox"/> | Indicator 8. Administrators facilitate the use of resources to implement best practices for inclusive education. |
| <input type="checkbox"/> | Indicator 9. Administrators communicate expectations for all personnel to use person first language. |
| <input type="checkbox"/> | Indicator 10. Administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to inclusive practices. |
| <input type="checkbox"/> | Indicator 11. Administrators advocate for all SWDs to be transported to and from school with typical peers attending the same school. |
| <input type="checkbox"/> | Indicator 12. All SWDs have the same opportunities as typical peers to participate in all school-sponsored, non-academic, age-appropriate activities. |
| <input type="checkbox"/> | Indicator 13. All SWDs are given equal consideration for recognition through honors, awards, etc. |
| <input type="checkbox"/> | Indicator 14. Administrators analyze data to identify staff professional development and technical assistance needs related to inclusion. |
| <input type="checkbox"/> | Indicator 15. Administrators facilitate job-embedded professional development on inclusive practices for all school personnel. |
| <input type="checkbox"/> | Indicator 16. Administrators facilitate job-embedded, technical assistance on inclusive practices for all school personnel. |
| <input type="checkbox"/> | Indicator 17. Administrators ensure collaborative planning time is reflected in general and special educator schedules and instructional plans. |
| <input checked="" type="checkbox"/> | Indicator 18. Specials, electives, and technical education teachers have regular opportunities to consult with special education teachers. |
| <input type="checkbox"/> | Indicator 19. General and special education teachers use the Florida Standards as the foundation for instruction of all SWDs, including those with a significant cognitive disability. |
| <input type="checkbox"/> | Indicator 20. A multi-tiered system of student supports and problem-solving process is used for all students with and without disabilities. |
| <input type="checkbox"/> | Indicator 21. Instructional and related services personnel use formative assessment to analyze and evaluate data about effective instruction and behavior interventions for SWDs. |
| <input type="checkbox"/> | Indicator 22. Teachers of SWDs who spend less than 80% of their day in general education classes use formative assessment data to identify effective instructional and behavioral interventions. |
| <input type="checkbox"/> | Indicator 23. There is a school wide approach to facilitate positive, interdependent relationships and social responsibility among all students. |
| <input type="checkbox"/> | Indicator 24. There is a school wide approach for planning and implementing Universal Design for Learning. |
| <input type="checkbox"/> | Indicator 25. There are a variety of service delivery models in place, across all grade levels, to provide instruction and related services for SWDs in gen. ed. |

- Indicator 26. All paraprofessionals receive professional development on ways to support SWDs in gen. ed.
- Indicator 27. All special education teachers are collaborative members of a gen. ed. curriculum team.
- Indicator 28. General and special education teachers regularly plan instruction together.
- Indicator 29. Family members of SWDs are contributing members of school decision-making groups.
- Indicator 30. Learning opportunities and resources are provided to families of SWD.
- Indicator 31. All personnel consider family members as a resource and obtain their input in planning and problem-solving.
- Indicator 32. Reports of progress toward implementing inclusion are disseminated to families, district personnel, and community members annually.
- Indicator 33. School uses a person-centered planning process for SWDs.
- Indicator 34. School uses a team decision-making process to ensure SWDs transition to and maintain placement in the least restrictive environment.

Name and Title of team members completing this BPIE Self Assessment

Michael Breslaw-Principal, Peter Policastro- Assistant Principal, Kristy Good- Teacher, Rosemary Manners- Teacher, Alison Levine-Teacher, Kristen Dorman- Literacy Coach, Molly Gates-Support Facilitator, Samantha Angrisani-Teacher, Claudia Arboleda- Parent, Carlos Arboleda- Parent, Amy Towne-Teacher, Latasha Kendrick-Guidance Counselor, Erika Valbuena-Autism Coach, Paragiotis Grammatikapaks-Guidance Counselor, Lisa Wideltz-ESE Specialist