

School Best Practices for Inclusive Education (BPIE) Assessment

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

SILVER PALMS ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 3491

Date Meeting Held: 5/5/2025

Initial Information

School Principal: IRINA SHEARER

School Type: Elementary

FIN Trained Meeting Leader/Title: Jannette Peralta , ESE Liaison

Team Members Name/Title:

Irina Shearer, Principal

Jannette Peralta, ESE Specialist

Polett Williams, Literacy Coach

Monica Castellanos, ESE Support Facilitator

Natalie Flores, ESE Support Facilitator

Liz Lemieux, General Education Teacher

Jill Previti, Speech Language Pathologist

Tatiana Colon, Parent

Domain I: Leadership and Decision Making

Indicator	Implementation Status	Data Sources/Supporting Evidence
1. The school leadership team analyzes data to identify barriers and initiate improvement steps that increase the number of students with low- and high-incidence disabilities, across all grades, in general education and natural contexts.	Fully	Data from school assessments and FAST PM 2 and 3.
2. The school has developed, and regularly monitors progress for, goals related to short- and long-term improvement efforts to implement and improve inclusive educational practices, as measured by the School BPIE Assessment. *It is recommended that the team table and return to this indicator after the entire BPIE assessment has been completed.	Fully	Family input is indicated on the customer survey.
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	School website and team minutes
4. School administrators advocate for all SWD to have the same school choice options as students without disabilities to ensure all SWD receive educational services in their neighborhood school or school of choice.	Fully	Work closely with school social workers to identify SWD in school zone who are not attending school.
5. School data reflect that all SWD, regardless of the type or severity of disability, receive their education and related services in age- and grade-appropriate, heterogeneous, general education contexts 80% or more of the day.	Fully	Schedules provide examples of SWD that are scheduled in general education classes 80% or more of the day.

<p>6. School data reflect that all SWD, ages 3–5, receive special education and related services in the regular early childhood (Pre-K) classes with peers without disabilities.</p> <p>*schools with Pre-K programs only</p>	Fully	Teacher lesson plans and daily class schedules
<p>7. School administrators communicate expectations for all school personnel to share responsibility for all of the students in their building and consider all SWD as general education students first.</p>	Fully	Customer and ESE parent survey results
<p>8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.</p>	Fully	Minutes from team meetings and ESE Support meetings
<p>9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.</p>	Fully	Parent links provided to parents weekly
<p>10. School administrators use job interview questions to appraise an applicant's knowledge of, respect for and appreciation of differences in student learners and best practices for inclusive education, as applicable to the position.</p>	Fully	Interview questions include a variety of questions that focus on the learning needs of the students.
<p>11. School administrators advocate for all SWD to be transported to and from school and community-based activities with students without disabilities attending the same school, except for those who have an IEP indicating a shortened school day.</p>	Fully	Bus schedules are evident
<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>	Fully	Rosters of clubs and activities

13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Fully	School handbook
14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.	Fully	Parent evenings are provided with sign-in sheets are evidence.
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.	Fully	Master schedule and sign-in sheets
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.	Fully	Agendas and follow-up from professional development
17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Fully	Master schedule and PLC documentation

Domain II: Instruction and Student Achievement

Indicator	Implementation Status	Data Sources/Supporting Evidence
18. Special, electives and career technical education (CTE) teachers have regularly scheduled opportunities to consult with special education teachers and related service providers to implement strategies that support the learning of all SWD in their classes.	Fully	Behavior plans and collaboration with ESE support team.
19. General and special education teachers use state standards as the foundation for instruction of all SWD, including those with the most significant cognitive disabilities.	Fully	Pacing calendar
20. An MTSS and problem-solving process is consistently used by school personnel to ensure progress in the general education curriculum, across all grades and settings, for all students with and without disabilities.	Fully	MTSS members assist with support
21. All instructional and related services personnel use formative assessment processes and tools to gather, analyze and evaluate data about effective instruction and behavior interventions for all students with and without disabilities in general education and natural contexts.	Fully	Exit slips and de-escalation techniques and courses
22. Teachers of SWD who spend less than 80% of their day in general education classes use formative assessment data to identify effective instructional and behavioral interventions that, when implemented in general education and natural contexts, allow SWD to make progress toward meeting IEP and learning goals.	Fully	Intervention resource groups
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.	Fully	Kindness incentives and cafeteria rewards

24. There is a school-wide approach for planning and implementing Universal Design for Learning (UDL) across all instructional and non- instructional school contexts.	Fully	classroom observations and lesson plans
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.	Fully	Student schedules
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.	Partially Almost	Professional development logs

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	Team meeting minutes
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	ESE teacher grades provided to teacher
29. Family members of SWD are contributing members of school decision-making groups.	Fully	RTI meetings
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	Translate IEPs through FOCUS, Gifted Advisory, PTA box, and Customer Survey
31. When communicating with families of SWD, all personnel consider family members as a resource and obtain their input in planning and problem solving.	Fully	Meeting notes from teams and ESE support meetings
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Fully	Summary report of BPIE
33. The school uses a person-centered planning process for SWD.	Fully	IEP goals and rosters
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).	Fully	Teacher and family interviews

School BPIE Assessment Priority Indicators

SILVER PALMS 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 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.