

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

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

**SILVER SHORES ELEMENTARY SCHL**

**District Name: Broward**

**MSID Number: 3581**

**Date Meeting Held: 9/5/2025**

# Initial Information

**School Principal:** JONATHAN LEFF

**School Type:** Elementary

**FIN Trained Meeting Leader/Title:** JONATHAN LEFF, School Principal

**Team Members Name/Title:**

Dr. Jonathan Leff, Principal

Mrs. Lisa Monroe, Assistant Principal

Mrs. Christine Coschignano, School Counselor

Mrs. Marie Lazard-Johns, ESE Specialist

Mrs. Cristina Laguna, Literacy Coach

Mrs. Dawn Lopez, Media Specialist / Magnet Coordinator

## Domain I: Leadership and Decision Making

Indicator	Implementation Status	Data Sources/Supporting Evidence
<p>1. The school leadership team analyzes data to identify barriers and initiate improvement steps that increase the number of students with low- and high-incidence disabilities, across all grades, in general education and natural contexts.</p>	Fully	RTI teacher data chats small intervention groups student data chats SPBP data IEP data sheets Push in / pull out data i-Ready data reports FAST Data reports
<p>2. The school has developed, and regularly monitors progress for, goals related to short- and long-term improvement efforts to implement and improve inclusive educational practices, as measured by the School BPIE Assessment.</p> <p>*It is recommended that the team table and return to this indicator after the entire BPIE assessment has been completed.</p>	Fully	SIP posted on school website family nights open house ESE surveys generated by SBBC Customer Survey Teacher schedules w/ inclusion Specials Schedules Lunch Schedules
<p>3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.</p>	Fully	ESE Specialist School Counselor School Administration School Psychologist RTI team PLC school website district-linked websites

<p>4. School administrators advocate for all SWD to have the same school choice options as students without disabilities to ensure all SWD receive educational services in their neighborhood school or school of choice.</p>	<p>Fully</p>	<p>Inclusion in Gen Ed classrooms Intensive and Specialized Pre-K programs K-6 InD / SVE Cluster classrooms Range of SSE ESE Services provided to meet individual needs (accommodations/modifications)</p>
<p>5. School data reflect that all SWD, regardless of the type or severity of disability, receive their education and related services in age- and grade-appropriate, heterogeneous, general education contexts 80% or more of the day.</p>	<p>Fully</p>	<p>Student schedules IEPs Specials, lunch, PE, and recess schedules Morning Media center check-out InD cluster by grade pushing into grade-level appropriate Gen Ed classes Academic Camps</p>
<p>6. School data reflect that all SWD, ages 3–5, receive special education and related services in the regular early childhood (Pre-K) classes with peers without disabilities.</p> <p>*schools with Pre-K programs only</p>	<p>Not Yet</p>	<p>Silver Shores STEAM Academy K-8 has 3 ESE Pre-K programs (2 Intensive &amp; 1 Specialized). We do not have early childhood non-ESE Pre-k, resulting in only self-contained classes. We do have a supported K for our Pre-K students with disabilities that do not require a special program. Kindergarten schedules Master Schedule IEP Placement Certified Classroom Assistant schedule</p>

<p>7. School administrators communicate expectations for all school personnel to share responsibility for all of the students in their building and consider all SWD as general education students first.</p>	<p>Fully</p>	<p>All school related functions          PLC's          faculty meetings          school-wide professional development          community-based activities          specials rotation          Lunch and recess schedules          Peer Buddies          Special Olympics          STEM-related learning          health training          IEP          field trips          Principal's vision and school mission          school safety plan          Annual Customer Survey</p>
<p>8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.</p>	<p>Fully</p>	<p>school budget purchases          Digital 3-5 program          book fair selections          professional development          Intensive reading programs          iReady          Adaptive Technology          DHH equipment          allocation of school personnel          PLC schedules          School and district trainings</p>
<p>9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.</p>	<p>Fully</p>	<p>All written communication and newsletters          SIP</p>
<p>10. School administrators use job interview questions to appraise an applicant's knowledge of, respect for and appreciation of differences in student learners and best practices for inclusive education, as applicable to the position.</p>	<p>Fully</p>	<p>Interview questions posed to applicants applicable to the position.</p>

<p>11. School administrators advocate for all SWD to be transported to and from school and community-based activities with students without disabilities attending the same school, except for those who have an IEP indicating a shortened school day.</p>	<p>Fully</p>	<p>Ensure appropriate transportation (i.e. wheelchair, seat harnesses, safety belts) to and from all school-sponsored events and to and from home  Use of PT Concern form to relay transportation concerns to the transportation depot  All field trips that require buses for students with special needs are acquired</p>
<p>12. All SWD have the same opportunities as students without disabilities to participate in all school-sponsored, non-academic, age-appropriate activities, including electives, sports, dances, clubs, field trips, school plays, community service activities and graduation activities.</p>	<p>Fully</p>	<p>Students are included in all school sponsored events, including but not limited to field trips, before and after school events, evening dances, family nights, and community-based events.</p>
<p>13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.</p>	<p>Fully</p>	<p>List of honorees and award recipients  Award Ceremonies (end of year school-based awards, honor roll, attendance, etc.) by grade level including all students regardless of disability</p>
<p>14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.</p>	<p>Partially Almost</p>	<p>Ongoing PLC's  data chats  IEP meetings  District PD calendar  PD Calendar</p>

<p>15. School leaders provide job- embedded professional learning for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWD.</p>	<p>Partially Beginning</p>	<p>Paraprofessional district trainings  teacher summer workshops  TDIF to conferences  NESS coaching  District coaching and induction for new teachers  Master Schedule  Common Planning  After-school PLC's  Pre-Planning PD  Weekly support sessions provided by district</p>
<p>16. School leaders facilitate job- embedded, technical assistance for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWD.</p>	<p>Partially Beginning</p>	<p>Teacher training and support on all peripheral assistive tech devices  Planning and implementing all supports that directly impact student inclusive instruction (behavior, visual, AAC)</p>
<p>17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.</p>	<p>Partially Almost</p>	<p>Common planning for most teachers  Master schedule  PLC schedule  Lesson plan reviews  Elementary and Secondary Learning  Canvas courses</p>

## Domain II: Instruction and Student Achievement

Indicator	Implementation Status	Data Sources/Supporting Evidence
18. Special, electives and career technical education (CTE) teachers have regularly scheduled opportunities to consult with special education teachers and related service providers to implement strategies that support the learning of all SWD in their classes.	Partially Almost	ESE Specialist meetings with Specials teachers - scheduled as needed to meet students' needs
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	IEP goals and objectives related to academic growth lesson plans FAA access points reflected in lesson plans common formative assessments parent conferences
20. An MTSS and problem-solving process is consistently used by school personnel to ensure progress in the general education curriculum, across all grades and settings, for all students with and without disabilities.	Partially Almost	RtI tier 2 and 3 data RtI team monthly meetings FBA data School-wide RtI plan Parent invites to Rti meetings (when applicable) School Positive Behavior Plan (SPBP) data
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.	Partially Almost	IEP data sheets common formative assessments FBA checklist Reading assessments Pre-, mid-, and post-tests (STAR, letter names/sounds, iReady) FSA / FAA data

<p>22. Teachers of SWD who spend less than 80% of their day in general education classes use formative assessment data to identify effective instructional and behavioral interventions that, when implemented in general education and natural contexts, allow SWD to make progress toward meeting IEP and learning goals.</p>	<p>Fully</p>	<p>IEP data sheets Standards based assessment scores when appropriate Present Level of Performance on IEP Adjustments on IEP pre/post tests, teacher-made assessments</p>
<p>23. There is a school-wide approach to facilitate positive, interdependent relationships and social responsibility among all students with and without disabilities across all general education and natural contexts.</p>	<p>Fully</p>	<p>Character education for all students Anti-bullying lessons R-word campaign/Disability Awareness Positive Behavior Assemblies for all Student Council/Peer Supports Community inclusion through things like Harvest Drive, Adopt a Wish, etc</p>
<p>24. There is a school-wide approach for planning and implementing Universal Design for Learning (UDL) across all instructional and non- instructional school contexts.</p>	<p>Partially Almost</p>	<p>Visual schedules/visual supports Assistive technology as needed FM systems as needed Physical adaptations to environment (small tables, space for wheelchairs, etc.) AAC as needed Supplemental aids on IEP</p>
<p>25. There are a variety of service delivery models in place, across all grade levels, to provide instruction and related services to SWD in general education classes and natural contexts.</p>	<p>Partially Beginning</p>	<p>SLP schedule Support Facilitator Schedule - push in and pull out, consultation Related Service Provider Schedule (OT, PT, VI, etc) IEPs Master Schedule Student-Centered Classrooms Differentiated Instruction as outlined in lesson plans</p>

<p>26. All paraprofessionals have received PL that includes clear descriptions of their work responsibilities and strategies for providing support to SWD in general education classrooms and natural contexts.</p>	<p>Fully</p>	<p>Beg. of the year meeting with Administrators/ESE Specialist  Health/Hygiene training w/ ESE Specialist  Para Handbook  Health Trainings as needed  PD opportunities through district</p>
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### 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.	Partially Beginning	ESE team (self-contained) for PLCs Support Facilitator is on a PLC with general education
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.	Partially Almost	Support Facilitator meets and collaborates with general education teachers to reinforce standards currently being taught on grade level Master Schedule
29. Family members of SWD are contributing members of school decision-making groups.	Fully	Parent Involvement Family Nights SAC/SAF PTO IEP meetings RTI SPBP
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	District/School-based Parent Trainings/ Workshops Outside Resources: Mental Health, Counseling, Mentoring Program, CARD, NSU, UM, etc Social Worker community groups in other languages
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	IEP meetings, parental input forms. Parent-Teacher conferences RTI meetings Electronic Communication (email, Class Dojo, Remind, etc.)

<p>32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.</p>	<p>Fully</p>	<p>SIP plan provided to District Posted on school website  Open House Presentations  SAC / SAF updates  PTO updates  Teacher Pre-Planning Week</p>
<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Partially Almost</p>	<p>Matriculation meetings from each grade (especially from Prek to K and 5th to 6th)  IEP goals related to self-advocacy and self-determination</p>
<p>34. School uses a team decision-making process to ensure SWD transition from grade to grade, school to school and district to district to ensure placement in the Least Restrictive Environment (LRE).</p>	<p>Fully</p>	<p>Matriculation meetings from PreK to K and 5th to 6th  Equipment transfers as needed  Orientation for matriculating schools  Tours of programs/school  Matriculation meetings from one grade to another  Supports (visual, additional adult assistance, etc)  Master Schedule meetings with all grade levels to appropriately place students  Provide accommodations / modifications to facilitate grade to grade transitions.  Data sheets available for valuable planning information</p>

# School BPIE Assessment Priority Indicators

SILVER SHORES ELEMENTARY SCHL 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 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.
- Indicator 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.