

School Best Practices for Inclusive Education (BPIE) Assessment

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

FALCON COVE MIDDLE SCHOOL

District Name: Broward

MSID Number: 3622

Date Meeting Held: 4/3/2025

Initial Information

School Principal: Meredith Cardali

School Type: Middle/Junior

FIN Trained Meeting Leader/Title: Meredith Shaller Cardali, ESE Liaison

Team Members Name/Title:

Cheryl Rubin, Assistant Principal

Meredith Shaller Cardali, ESE Specialist

Christina Sanders, Guidance

Kevin Troonin, SVE Teacher

Scott Dermer, Support Facilitator

Stephanie Yeung, Speech Language Pathologist

Kim Cole, General Education Teacher

Maria Huey, Parent

Brianna Haggard, Parent

Mayrna Calderon, 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	PLC Data Charts, Care Cycles, Summative Assessment Charts, Progress Monitoring with Students Through Computer Based Programs
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	Teacher Data Sheets, Progress Monitoring through Computer Based Programs, Meetings and Communication with Support Facilitators/Related Service Providers/Administration, Ongoing Emails and Communication With Parents, School Website, Instagram, iReady/FAST Reports, Canvas, Weekly Tips emailed to Parents via Support Facilitators, Quarterly Progress Reports Completed, Exit Tickets Completed and Logged in Excel
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	ESE Specialist, Peer Counseling Coordinator, Gifted Liaison, Guidance, PLC Chairperson, Administration, and ESE Department
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	Flexible Scheduling For Students on Access Points to attend core and elective classes when appropriate, Variety choice of classes, Extra Curricular Activities including School Sports, Field Trips

<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>IEP and Master Schedule</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>No Pre-K</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>Pre Planning Training and Ongoing Training throughout the School Year as needed, PLC Meetings, School Based In-Service,</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>Technology, Access to Laptops in all Classes, Supplemental Materials, Paraprofessional Master Schedule</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>Newsletters, Weekly Focus Email, School Website, Flyers, Social Media, Translated IEPs as Needed</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>Resume, Interview Questions, Collaboration with Department Chair and Administration</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>Special Considerations in IEP Transportation, Bus Synopsis, Transportation Liaison</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>Yearbook, Morning Announcements, Emails to Parents, Robocall to Parents, Announcements on Social Media, Team Rosters, Club Rosters, Drama Performances</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>End of the Year Ceremony, Kids of Character, Honor Roll Certificates</p>
<p>14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.</p>	<p>Fully</p>	<p>Curriculum Leadership Teams, PLC Teams, Canvas, Promethean Boards, Recordex, Laptops with Accommodations, Low Tech Accommodations Provided, Visual Schedules as Needed, Visual Cues Added onto Lanyard with ID as Needed, Collaborative Meetings with ESE Team Members</p>
<p>15. School leaders provide job- embedded professional learning for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWD.</p>	<p>Fully</p>	<p>Summer Training and Canvas Courses, Project Based Learning, Social Emotional Learning, Schoolwide PBIS including the Birds Nest on Wednesdays, Teacher Conferences, District Trainings, Collaborations between the ESE Department and General Education Teachers, UDL in Access Point Classes, Differentiated Instruction</p>
<p>16. School leaders facilitate job- embedded, technical assistance for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWD.</p>	<p>Fully</p>	<p>IT Staff -2 Staff Members are Micro Technicians, Innovative Learning Media Center, Flexible Desks, Flexible Seating, Slant Boards, Master Schedule, AAC Training</p>

<p>17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.</p>	<p>Fully</p>	<p>PLC Minutes, Grade Level Meetings, RTI Meetings, Planning time for Collaboration</p>
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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	Collaboration Before School, Push In Services Provided, Ongoing Consultative Services,
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	CPALMS, Access Points, Florida Standards in General Education Classes, Documented Standards in Lesson Plans and On Board/Canvas in Class
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	Weekly Agenda and Meetings, Implementation of Strategies Documented in FOCUS, Small Group Targeted Instruction for Students During Study Hall, Small Group After School Tutoring, Reading Camp, Parent involvement in RTI process
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	iReady, DAR, CMAT, HMH Reading, Diagnostic Essays, Student Work Samples, Informal Assessments, Brigance, Unique Learning, Ongoing Data Collection, Weekly Data Collection in Related Services
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	iReady, DAR, CMAT, HMH Reading, Diagnostic Essays, Student Work Samples, Informal Assessments, Brigance, Unique Learning, Ongoing Data Collection, Weekly Data Collection in Related Services

<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>Unique Curriculum, DAR, Brigance, AAC Devices, Student Checklists, Comprehensive Plans, Read 180 Program, FBAs</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>Falcon Feathers, Peer Counseling, Best Buddies, Nest Buddies, Character Education, Ten Nice Things, Kids of Character</p>
<p>24. There is a school-wide approach for planning and implementing Universal Design for Learning (UDL) across all instructional and non- instructional school contexts.</p>	<p>Fully</p>	<p>Differentiated Instruction and Presentation, Motivational Rewards, AAC used as Needed, Collaboration with Related Service such as OT/SLP to Determine Needs of Students in the Classroom, Lesson Plans, Visual Schedules As Needed, Classroom Setup, Assessment of Needs of SWDs through Collaboration between Support Facilitator & General Education Teacher</p>
<p>25. There are a variety of service delivery models in place, across all grade levels, to provide instruction and related services to SWD in general education classes and natural contexts.</p>	<p>Partially Almost</p>	<p>Administration Meets with ESE Teachers to Schedule Students, Consultative & Collaborative Models, After School Tutoring, Paraprofessional Support As Needed in General Education</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>Daily Communication of Student Needs, District and Onsite in School Trainings, Paraprofessional Master Schedule</p>

Domain III: Communication and Collaboration

Indicator	Implementation Status	Data Sources/Supporting Evidence
27. All special education teachers are full, collaborative members of a general education curriculum team.	Fully	Falcon Cove provides a pure team approach to Scheduling, Grade Level Meetings, PLCs Meetings, Collaborative Meetings Between Staff Members (i.e. Related Service Providers, Gen Ed and ESE Teachers)
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	Weekly PLC, RTI, Teacher Planning Trainings, Collaboration & Consultation Models, and Ongoing Communication
29. Family members of SWD are contributing members of school decision-making groups.	Fully	All Parents Are Invited to Volunteer at Events, Join PTA, Participate in SAC Meetings
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Partially Almost	Weekly Frontloading of Information via Email Communication from Support Facilitator, Social Media Flyers, ESY Provided When Needed, County Resources Posted in the ESE Office and Available to Parents
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	Parent Conferences and Weekly Emails, Parent Input for all IEPs, Collaboration with Related Service Providers, Teachers and Support Facilitators, Communication with Parents Through Email, Phone Calls, and Conferences, Daily Communication with SVE Parents

<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>Open House for Incoming 5th Graders, Birds Eye View, Incoming 6th Grade Orientation for all ESE Parents, Tours, School Wide Survey which includes Parents, Teachers, and Students</p>
<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Fully</p>	<p>Tours, PLCs, Consultation/Collaboration Amongst Stakeholders, Resources and Flyers Sent Home, Dedicated Matriculation Meetings for Feeder Schools that Discuss the Needs of all Incoming Students, Informational Meeting for Parents to Learn About Academic and Extracurriculars, Before School Walkthrough, ESE Specialist and/or Support Facilitator Attend IEP Matriculation Meetings for Incoming 5th Graders</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>Tours, Resources and Flyers Sent Home, Incoming 5th Graders Invited to Falcon Frenzy to tour School, Parent Orientation for Incoming Students, IEPs Written Individually and Tailored to Students Needs, Elementary Matriculation Meetings with all Stakeholders, Master Schedule, Ongoing Meetings Between Personnel to Ensure Student Needs are Being Met, Before School Walkthrough</p>

School BPIE Assessment Priority Indicators

FALCON COVE MIDDLE 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 25. There are a variety of service delivery models in place, across all grade levels, to provide instruction and related services to SWD in general education classes and natural contexts.
- Indicator 30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.