

School Best Practices for Inclusive Education (BPIE) Assessment

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

ROCK ISLAND ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 3701

Date Meeting Held: 9/25/2025

Initial Information

School Principal: CORMIC PRIESTER

School Type: Elementary

FIN Trained Meeting Leader/Title: Norma Juin, ESE Liaison

Team Members Name/Title:

Norma Juin, ESE Specialist

Cormic Priestor, Principal

Stephanie Ballard, Parent

Diana Gintner, School Psychologist

Clexida Jimenez, Speech-Language Pathologist

Tanaeya Joachim, Autism Coach

Taneisha Blackwood-Answer, ESE Teacher

Adriana Wilson, Literacy Coach

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 analysis meetings Team collaboration with RTI and leadership team PLC's.
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	Title 1, SAC, PTA, District Surveys, Monthly Family Newsletter
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, Administrators, Support Staff (roles and responsibilities handbook).
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	Constant communication with district personnel and compliance department.
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	Master Schedule Speech-language pathologist pushes into classes Support Facilitator pushes into classes

<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>Fully</p>	<p>Students have specials with general Ed students, lunch, recess, and field trips together.</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>School Mission/Vision Statement Employee Handbook Staff Surveys and Questionnaires Teachers work collaboratively, fire drills and code drills have the same procedures for all students. No student is singled out.</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>Common Planning Time Paraprofessionals are in classrooms to provide additional support. Budgets or purchase orders showing investments in inclusive education materials Teachers are given their uninterrupted planning time daily Support Staff Meetings with administration. Team Leader Meetings with administration. List of Inventory of all Materials Allocation of Materials to all staff. Instructional Coaches allocate resources and learning tools to all staff.</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>Weekly School Radar to teachers and staff School Improvement Plan (SIP) Monthly Newsletters Classes are identified by grade levels as opposed to ASD or Special Programs Employee Handbook</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 for all positions</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>Class rosters Map of school Bus schedules Field trip forms indicating all students are invited to attend field trips.</p>
<p>12. All SWD have the same opportunities as students without disabilities to participate in all school-sponsored, non-academic, age-appropriate activities, including electives, sports, dances, clubs, field trips, school plays, community service activities and graduation activities.</p>	<p>Fully</p>	<p>All students are invited to participate in: Assemblies Field Trips School Wide Activities Special Olympics</p>
<p>13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.</p>	<p>Fully</p>	<p>All students receive an award for most improved, i-Ready, star students of the week. All students are recognized and given an award or certificate.</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>Professional Development (PD) for staff Professional Learning Communities (PLC) Data Chats On-going Progress Monitoring. Parenting Seminars Inclusion Champion Liaison</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>Professional Learning Community (PLC's), district trainings, planning time, team leadership meetings and meetings with administrators. Master Schedule School Professional Development Plan School Improvement Plan</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>Professional Learning Community (PLCs) Weekly Team and grade level meetings Instructional Coaching Team Leaders are available to provide support to their team</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>Master Schedule Special Schedules Team meeting logs, Lesson Plans Planning Time Professional Development Empower Lesson Plans Data Chats.</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.	Fully	Specials teachers have reached out about specific student needs and IEP at a glance are provided to all special's teachers. Specials teachers work collaboratively with both general education teachers and ESE teacher. Teacher schedules and lesson plans.
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	Ongoing progress monitoring data Teachers utilize instructional focus calendars Teachers complete Present Level of Performance checklists for upcoming IEP meetings.
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	Positive Behavior Interventions Support plans Weekly Response to Interventions (RTI) meetings Ongoing progress monitoring tools.
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	Formal assessments i-Ready Common Formative Assessments (CFA's) Performance Assessments

<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>Response to Interventions (RTI) meetings. Classroom Data Formative Assessments Informal 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>Daily Social Emotional Learning (SEL) Morning Meetings Conflict Mediation Character Education Anti Bullying School Wide Town Hall Meetings</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 Communication Boards AAC Devices</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>Fully</p>	<p>Pull out/ push in model Support facilitation model Consultation /Collaboration model Master Schedule Student Schedules Teacher Present Level of Performance Checklist Individualized Education 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>Partially Almost</p>	<p>Paraprofessionals are given schedules to support students with disabilities in general education and in self contained classrooms.</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	PLC's and collaborations occur regularly. Grade Level Meetings Curriculum Team Meeting Schedules The general education teachers meet with the special education teachers to ensure the SWDs needs are addressed giving best practices and the students within the special programs are included in all grade level activities.
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	PLC's Collaborative Planning Time Master Schedule Coaching Logs The Special Program teachers, support facilitator and a support staff member are assigned to their appropriate grade level meetings.
29. Family members of SWD are contributing members of school decision-making groups.	Fully	Parents are invited to participate in IEP meetings, events, and are part of the decision-making process (SAC/PTA/Family Nights).
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	Newsletters, Class Dojo, handbooks, flyers, pamphlets, parent-teacher conferences. District offers parenting classes and trainings.

<p>31. When communicating with families of SWD, all personnel consider family members as a resource and obtain their input in planning and problem solving.</p>	<p>Fully</p>	<p>During the parent/teacher conferences and annual IEP meeting, the parents and providers collaborate on strategies to ensure their child's academic success. We keep families informed and try to get feedback in every opportunity possible. Surveys Class Dojo Monthly Newsletters to parents SAC PTA Curriculum Nights</p>
<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>During Open House and School Advisory Council Meetings information regarding the schools progress towards goals on the BPIE as well as the School Improvement Plan is shared with all parents and stakeholders.</p>
<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Fully</p>	<p>Matriculation Meetings Person-centered planning time Students in Special Programs have a student binder that includes curriculum needs, social and emotional needs, independent functioning and communication needs. This binder is shared from teacher to teacher. When applicable, teachers are able to meet with the prior year teacher to discuss needs of the student(s). The use of articulation cards communicate the needs of SWD in the general education setting.</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).	Fully	Matriculation meetings and utilizing articulation cards for decision making. Teacher and parent input.
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School BPIE Assessment Priority Indicators

ROCK ISLAND 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 24. There is a school-wide approach for planning and implementing Universal Design for Learning (UDL) across all instructional and non- instructional school contexts.
- 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.