

School Best Practices for Inclusive Education (BPIE) Assessment

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

COCONUT PALM ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 3741

Date Meeting Held: 10/1/2025

Initial Information

School Principal: JUAN ALEJO

School Type: Elementary

FIN Trained Meeting Leader/Title: Marlen Triguero, ESE Liaison

Team Members Name/Title:

Marlen Triguero- ESE Specialist

Colleen Cottam, Literacy Coach

Lori Spencer, ESE Support Facilitator

Rabiya Usman, ESE Support Facilitator

Alana Rocha, Autism Coach

Nizaliz Coley, Assistant Principal

Juan Alejo, Principal

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	<p>RTI Data Chat and intervention discussions Tracking of IReady/FAST lowest 30th percentile which includes student with disabilities. Monitoring report card progress. Monthly consultations/collaborations between general education and ESE support facilitators using data sheets.</p>
<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	<p>SAC Meetings School Improvement Plan Website Quarterly Data Chats Teacher/Specials schedule with inclusion ASD Parent Meetings monthly Parent Trainings specifically targeted for parents/students with second language by school Social Worker</p>
<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	<p>ESE Specialist School Counselor School Administration School Psychologist RTI team Roles are clearly identified to oversee and coordinate goals and action steps related to inclusive best practices on various school documents such as: Staff Roster School Website District Websites</p>

<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>Text Messages/Dojo/Remind Emails School Website Parent links Flyers to Preschools for Kindergarten registration Inclusion in Gen Ed classrooms Intensive ASD classrooms Range of ESE Services provided to meet individual needs (services/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 (specials, lunch, recess) IEPs SWD are invited to academic camps Push in model for services Mainstream services Special Programs are located in relation to grade/general education classrooms Support services personnel have caseloads that allow for flexible and inclusive scheduling of services to students with disabilities in general education classes and other settings.</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>Scheduled Professional Development for all staff Faculty Meetings SAC Play Pals Inclusive Scheduling Annual Customer Survey General and special education teachers are expected to share instructional and behavioral support responsibilities for SWDs in classrooms and other school settings. Administrators review staff schedules to ensure all personnel have opportunities to support students with and without disabilities. SWDs are not the sole responsibility of special education personnel during academic and nonacademic school activities.</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>Paraprofessional Schedules Resource Room School budget purchases Intensive reading programs iReady Adaptive Technology Accessible instructional materials Assistive technologies, supports, services Allocation of personnel to support needs of students in class (coaches, paraprofessionals, therapists, etc.)</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>Administrators provide school personnel with ongoing information and resources on person first language (improvement plan, family resources, written and electronic communication) All written communication and school 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 for prospective employees geared to assess knowledge and beliefs of inclusive educational practices (differentiated instruction, ESE certification, data collection procedures, scenarios, etc.)</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>Bus Schedules are reviewed to ensure safety of all students and potential problem areas by the designee and administrators. Student needs are planned for in advance for safe transportation for field trip purposes. (i.e. wheel chair, seat harnesses, safety belts, etc.) Students with and without disabilities attend field trips together.</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>SWDs participate in class field trips with same age peers without disabilities Families of SWDs receive information about all school sponsored, non academic activities Lunch/Recess Field Day Dances Chorus/Shows Honor Roll Assemblies End of Year Ceremonies Fundraisers Play Pals</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>Honor Roll Assemblies Grade Level awards Kid of Character AR IReady celebrations</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>Data Chats are conducted to identify teacher professional development to best meet teachers needs. Progress Monitoring Data with action plans. Ongoing PLC's IEP meetings District 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>Fully</p>	<p>PLCs Faculty Meetings Team Meetings Professional Development by district personnel scheduled for specific teacher needs virtually or in person PD includes: Curriculum geared towards differentiated instruction Writing SMART IEP goals Classroom Management Data Collection Behavior Inclusive Scheduling</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 Almost</p>	<p>Visual/Visual Schedules in the general education classrooms Flexible and Inclusive Scheduling In class consultation/collaboration/coaching</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>Lesson Plans Collaborative/Team Planning PLCs Master schedule Lesson plan reviews 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	<p>Special teachers are placed on PLC teams to work with General Education teachers to communicate student needs.</p> <p>ESE Specialist communicates with Specials teachers - scheduled as needed to meet students' needs and provides behavior plans to ensure effective implementation across all settings.</p>
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	<p>Walkthroughs</p> <p>Lesson Plans</p> <p>Ongoing Progress monitoring of data</p> <p>IEP goals and objectives for all SWDs are aligned to the general education standards.</p> <p>The instructional goals, courses, and learning targets of students with the most significant cognitive disabilities are based on access points.</p>
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	<p>RTI Meetings include the literacy coach, ESE Specialist, General Education teacher, Reading support, School Counselor, School Psychologist to identify appropriate instructional and behavioral interventions.</p> <p>School wide plan to ensure personnel has supports and PD to support grade level/subject area</p> <p>FBA/PBIP documents</p> <p>BASIS</p>

<p>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.</p>	<p>Fully</p>	<p>Formative Assessments/data to adjust instruction and differentiate instruction Positive Behavior Intervention Plan-revised as needed RTI Intervention tracking to determine individual student responses to interventions in general education Progress Reports/Progress Monitoring Checklists Performance Assessments IEP Goal Data Tracking</p>
<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>Formative Assessments data collected to identify effective instructional and behavioral interventions that provide SWDs opportunities to make progress toward meeting IEP goals. Behavior strategies and plans/observational data Standards based assessment scores</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>Social/Emotional Learning Play Pals Inclusive Lunch, Specials, Recess Conflict mediation Character Education Positive Behavior Assemblies Self-determination and self-advocacy information provided to parents to bridge home school connection Peer support groups Student Council 5000 Role Models</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>Visual schedules Visual/gestural cues Differentiated instruction to allow multiple means of presentation Accommodations/Modifications Supplemental Aides Assistive Technology Specialized equipment</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>Inclusive Scheduling to ensure SWDs are scheduled first Schedules include push in/pull out groups and consultation/collaboration Classroom Observations Administrative Feedback ESE Support Facilitator Feedback</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>Paraprofessional Schedules Ongoing Training Offered Administrators monitor paraprofessionals to evaluate effectiveness of supports</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.	Partially Almost	Team Meeting Notes Special Education and General Education teachers communicate/collaborate to include all SWDs on grade level curriculum Special Education teachers and General Education teachers collaborate to create student goals and expectations for IEPs
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	Lesson Plans Observations PLCs Team Meetings Support Facilitators meets and collaborates with general education teachers to reinforce standards currently being taught on grade level.
29. Family members of SWD are contributing members of school decision-making groups.	Partially Almost	ASD Parent Meetings Parent Involvement Family Nights SAC PTA IEP meetings RTI

<p>30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.</p>	<p>Fully</p>	<p>Surveys Title 1 Family Nights Learning opportunities provided to all families via website, emails etc. Grade Level Newsletters District/School-based Parent Trainings/Workshops Outside Resources: Mental Health, Counseling, Mentoring Program, CARD, NSU, UM, etc. Social Worker groups in other languages</p>
<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>Home Notes Parent Conferences Phone Calls/Electronic Communication Family Nights ASD Parent Meetings PTA Meetings SAC IEP meetings, parent input forms. RTI meetings</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>SIP on website BPIE report provided on website Title 1 Documents Open House Presentations SAC</p>
<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Fully</p>	<p>Matriculation Meetings Middle School Tours Special Program CPE Tours Articulation Meetings IEP goals/services 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>Vertical Planning Articulation Meetings Matriculation Meetings IEP goals/Services reviewed annually Tours of the building for new students Supports (visual, additional adult assistance, etc.) Provide accommodations /modifications to facilitate grade to grade transitions. Data sheets</p>
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School BPIE Assessment Priority Indicators

COCONUT PALM 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 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.
- 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.
- Indicator 27. All special education teachers are full, collaborative members of a general education curriculum team.
- Indicator 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.
- Indicator 29. Family members of SWD are contributing members of school decision-making groups.