

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

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

**CHALLENGER ELEMENTARY SCHOOL**

**District Name: Broward**

**MSID Number: 3771**

**Date Meeting Held: 11/14/2024**

# Initial Information

**School Principal:** TARA ZDANOWICZ

**School Type:** Elementary

**FIN Trained Meeting Leader/Title:** Julie Daly, ESE Liaison

**Team Members Name/Title:**

Julie Daly/ESE Specialist

Tara Zdanowicz/Principal

Claudine Dunbar/Assistant Principal

Kelly Barbera/Literacy Coach

Aleen Esposito/ESE Teacher

Rachael Azcarate/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	Iready Growth Monitoring, FAST scores (K-5), Intervention progress monitoring, Leadership and support staff work with small groups in class and through pull out.
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	Response to Intervention (RTI), Reading Intervention Teachers, Inclusive Scheduling (Push in and pull out), ESE data binders
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	Data binder checks, Classroom walkthroughs, weekly FOCUS compliance updates, supplies materials for differentiated instruction and individualized data driven lesson planning, professional development
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	Florida Empowerment Scholarship, ESE survey for SWD, Inclusive Scheduling, The school has a diverse student population that reflects the full range of students who live in the neighborhood school zone, including those with the most significant cognitive disabilities.

<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>District report of LRE, Data binder analysis, All SWD receive education in a general education regular class setting reflecting natural proportions and age-appropriate, heterogeneous groups in core academic and elective or special areas within the school community, as stated in s. 1003.57, F.S.To the greatest extent possible, related services are scheduled and provided to SWD in general education and natural contexts, rather than in segregated settings, All SWD are involved in before- or after-school tutoring interventions provided for reading and math. Support services personnel have caseloads that allow for inclusive scheduling of services to SWD 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>Partially Almost</p>	<p>IEP Placement LRE - Pre-K Special Programs reflected in data collection, IEPs, and Annual Review of student goals and progress. All children receive supports and interventions necessary to ensure developmentally appropriate progress prior to referral for special education services and programs. Developmentally appropriate behavior supports are provided for students.</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>Professional Learning communities, extended learning opportunities, RTI, ESE parent surveys Administrators clearly and consistently articulate the following expectations for all school personnel during faculty meetings, School Advisory Committee meetings, PLCs, staff newsletters, etc.: General and special education teachers are expected to share instructional and behavioral support responsibilities for SWD in each classroom and other school settings. SWD are not the sole responsibility of special education personnel during academic and non-academic school activities. All school personnel are trained and responsible for safety and evacuation procedures for SWD.</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>Allocation of personnel to provide in-class support to assist with student needs (eg. reading coach, math coach, paraprofessionals, Specials teachers, student support personnel), Time provided for instructional planning, accessible instructional material (baper based and online), differentiated learning materials provided for optimal learning, supplemental materials provided, school administors provide and monitor the use of resources across all school teams</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 all school personnel with ongoing information and resources on person first language.</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>School interview team members assess applicant responses to ensure a willingness to implement inclusive educational practices, such as collaborative planning and teaching, differentiating instruction, etc. School interview team members include job interview questions for instructional staff that assess knowledge and beliefs of inclusive educational practices. School interview team members include job interview questions for non - instructional staff(e.g., paraprofessionals, front office, custodial) that assess knowledge and beliefs of inclusive educational practices.</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>All bus arrivals and departures occur at the same time and location for students with and without disabilities. Students with and without disabilities attend field trips, community-based career or vocational instruction and school-sponsored trips together. There are designated bus monitors in each school who are responsible for overseeing bus procedures and identifying potential problems. SWD do not arrive late and leave school early based upon the bus schedule.</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 SWD have access to all school facilities and non-academic activities. Athletic coaches include students with disabilities in the same activities as those without disabilities. All personnel advocate for the inclusion and full participation of SWD in school-sponsored activities. SWD participate in class field trips with same-age peers without disabilities. All SWD are eligible, within the same guidelines as their peers without disabilities, for candidacy for homecoming court, prom court, etc.</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 SWD, including those who are working on a modified curriculum, are included in honors and awards programs (e.g., honor roll, citizenship awards, academic awards, science fair and attendance awards), except those honors and awards based solely on the requirements of the standard curriculum (e.g., class standing for academic scholarships, honor societies and International Baccalaureate programs). All SWD are recognized for honors and awards in the same manner and at the same time as those without disabilities.</p>

14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.	Fully	Administrators analyze student performance data, staff and family needs assessments/ surveys. Administrators analyze data from classroom observations. PL and TA are differentiated for each staff member, as per their assessed needs. When appropriate, individual staff members include PL and TA goals related to inclusive practices in their individual professional learning plan. Regular review of student learning data is documented in an effort to determine ongoing PL and TA needs. Regularly scheduled (at least quarterly) data checks/discussions are conducted across school teams to identify ongoing PL and TA needs of teachers.
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.	Partially Almost	PL is provided through existing school structures, such as PLCs, faculty book studies, collaborative team planning, lesson study, peer coaching and critical friends groups. Differentiated instruction (DI), Inclusive scheduling. School-family communication/collaboration. Accessible instructional materials. Peer supports
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.	Partially Almost	Development of professional learning communities, Planning and implementing visual supports; Planning and implementing behavior supports; Team problem solving;



<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>The school master schedule reflects collaborative planning time for collaborative teaching teams, Monthly PD days are designated for teams (including ESE and general education teachers) to plan and discuss grade-level or subject-area concerns related to curriculum and student interventions. There is a schedule and record of PLCs related to the review of student work and instructional planning. Meeting logs show evidence that student data are reviewed, discussed and used to guide all instructional decisions made by teams during collaborative planning time.</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	ESE teachers and support services personnel solicit feedback from specials, electives or CTE teachers to determine the effectiveness of instructional accommodations or modifications. The ESE teachers provide monthly updates with specific student information, instructional strategies and/or useful articles to teachers. Copy of accommodations, FBA/PBIP provided to teachers, specials, and support staff, Training on safety/health care plans provided
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 for all SWD are aligned to the state standards. General and special education teachers can articulate what all students need to know, understand and be able to do in relation to the state standards. The instructional goals and learning targets of students with the most significant cognitive disability are based on access points. Teachers modify learning goals and instruction for students with the most significant cognitive disability using the same, or similar, age-appropriate materials as those used by students without disabilities.

<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.</p>	<p>Fully</p>	<p>School personnel use a problem-solving process to identify appropriate instructional and behavioral interventions. There is a schoolwide plan to provide school personnel with ongoing PD and TA on the implementation of an MTSS framework. PD and TA activities for implementing MTSS are documented, including evaluation criteria to measure desired outcomes. Families are provided information and opportunities to understand the MTSS process as it relates to tiered interventions for their child. An FBA process is used to identify triggers and replacement behaviors for any student who needs additional behavioral support.</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>General education teachers collaborate with special education teachers, and other related services personnel, to use a variety of data collection tools and processes to continuously assess progress of SWD in general education classrooms and natural contexts. Key Math Assessment, 3rd Edition, Diagnostic Assessment in Reading. Instructional personnel consider SWD as general education students first and use data-driven decision making to identify supports needed for SWD to make progress in general education and natural contexts. All SWD have access to the same multi-tiered interventions as those without disabilities.</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.	Fully	Special education teachers use formative assessment to identify student needs, adjust instruction, revise behavior plans and identify opportunities for learning in general education and natural contexts. DAR, Key Math, Iready
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	Social and community inclusion, Anti-bullying, Character education, School guidance counselor(s) are involved in identifying and coordinating schoolwide programs (e.g., anti-bullying, peer supports)
24. There is a school-wide approach for planning and implementing Universal Design for Learning (UDL) across all instructional and non- instructional school contexts.	Partially Almost	Teachers involve students with disabilities by regularly using instructional strategies that support more complex thinking rather than watering down the curriculum. Teachers and support personnel use assistive technology for students who need it, including low-tech strategies and high-tech communication systems and software. Lessons are presented in visual and oral formats.

<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>Administrators and teachers can articulate different ways to deliver special education services in general education settings. Related services are provided, as appropriate, in general education classes and natural contexts: language therapy is provided to SWD during reading instruction, physical therapy is provided during P.E. or recess and occupational therapy is provided during writing activities. When providing in-class supports, teachers select and use various approaches, such as station teaching, parallel teaching and alternative teaching, based on the needs of the students and the intended outcome(s) of instruction and assessment. The school master schedule reflects a variety of service delivery models used across the school, including co-teaching, support facilitation and consultation.</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>Paraprofessionals can clearly articulate the learning, communication and behavioral support needs of the SWD they serve. Teachers and paraprofessionals discuss strategies and methods to provide individual supports to SWD in general education classrooms and natural contexts. Administrators and teachers monitor the activities of paraprofessionals to evaluate the effectiveness of supports provided to SWD. The roles and responsibilities of paraprofessionals are clearly outlined and communicated by administrators and teachers.</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	An elementary school special education teacher is an active member of the second grade team. Special education teachers collaborate with general education teachers to share and implement instructional decisions made by the team. Special and general education teachers meet regularly to share information on curriculum and individual student support needs.
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	When planning, teachers consider the application of specially designed instruction, UDL and DI as part of every lesson. Teachers have parity in their roles so that one teacher does not have more responsibility for instruction and assessment than the other. Teachers reflect on and assess their effectiveness as collaborative teachers. Administrators provide ongoing support to assist collaborative teachers in identifying, clarifying and developing their roles and responsibilities.

<p>29. Family members of SWD are contributing members of school decision-making groups.</p>	<p>Fully</p>	<p>School administrators actively recruit family members of SWD to participate in school decision-making groups, including the School Advisory Council. Family members of SWD are active members of groups such as the Parent-Teacher Association (PTA) and school sub-committees (e.g., Fall Festival, Band Boosters). Family members of SWD participate in school decision-making based upon annual measurable outcome data for students with and without disabilities.</p>
<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>Learning opportunities and resources are identified and provided to families based on family surveys or interviews, school climate surveys, IEP goals and student data. Family learning opportunities include content and activities that are translated for families whose first language is not English. Schedule of ongoing learning opportunities is provided to all families via newsletter, website, emails, etc. Information and strategies are provided on topics such as helping with homework, test preparation, understanding LRE and inclusion, developing meaningful IEP goals and postsecondary school opportunities.</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>Team/department meeting notes reflect family input on developing educational, behavioral and/or social strategies for their children, such as an individual PBS plan and FBA. Families receive support and resources, such as checklists or point systems, to implement behavior support plans at home and in the community. Teachers maintain ongoing communication with families to ensure support plans are consistent from school to home and community. Teachers obtain family input on creating a student profile for a student with significant behavioral support needs (e.g., interventions that have worked at home or in other settings). Structures are in place for educators and families to share ongoing information about access and progress of SWD.</p>
<p>32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.</p>	<p>Partially Almost</p>	<p>The school administrator provides a report to families as part of school open house activities. The school administrator provides a report to all school personnel as part of pre-school activities and throughout the year.</p>
<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Fully</p>	<p>There is an established protocol for facilitating a smooth transition for SWD from grade to grade and school to school. Person-centered planning is used for SWD to plan for independent living, postsecondary education, and careers. The school involves adult and community agencies and postsecondary education institutions in person-centered planning. IEP meetings with parents, teachers, services providers, and advocates</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. Administrators proactively ensure that supports follow all SWD as they transition from grade to grade, school to school and district to district.</p>
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# School BPIE Assessment Priority Indicators

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