

School Best Practices for Inclusive Education (BPIE) Assessment

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

LIBERTY ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 3821

Date Meeting Held: 5/30/2025

Initial Information

School Principal: VICKI FLOURNOY

School Type: Elementary

FIN Trained Meeting Leader/Title: Lisa Nurrito, ESE Liaison

Team Members Name/Title:

Lisa Nurrito, ESE Specialist/MTSS Coordinator

Donna Styles, Assistant Principal

Lauren Bishop, Literacy Coach/MTSS Coordinator

Nicole Nunez, ESE Support Facilitator

Michelle Gamarra, General Education Teacher

Nekitress Mallory, Paraprofessional

Maria Acosta, Parent of a SWD

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	MTSS meeting calendar and meeting minutes
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	Leadership and support staff meeting minutes and schedule
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 job description and roles
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	Administration communication with district representatives; ESE services student support model
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.	Partially Almost	Current LRE data

<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>	Partially Almost	Teacher schedule and lesson plans
<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>	Fully	School master schedule
<p>8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.</p>	Fully	School progress monitoring and assessment data; curriculum and materials inventory; PLC and team meeting schedules and minutes.
<p>9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.</p>	Fully	Staff email communication
<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>	Fully	Interview questions specific to position.
<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>	Fully	Bus rosters, STER report, email communications between school staff and transportation department; transportation requests.
<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>	Fully	School master schedule

13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Partially Almost	Honor roll award recipient.
14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.	Partially Almost	Data chat schedules; PLC/PD sign-in sheets, minutes, and agendas.
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	PLC and PD sign-in sheets, agendas, and minutes.
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	Support Staff coaching schedules; master schedule reflecting inclusive scheduling process; email communications regarding supports provided.
17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Fully	Master schedule; lesson plans; PLC/PD sign-in sheets, minutes, and agendas.

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	Master schedule; teacher lesson plans; PLC/PD sign-in sheets, minutes, and agendas.
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.	Partially Almost	Progress monitoring data; current IEPs
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	MTSS meeting schedule and minutes; Schoolwide PBIS information; FBA/BIP documentation
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	Progress monitoring assessment data; MTSS meeting minutes.
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.	Partially Almost	Progress monitoring data; MTSS meeting minutes
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.	Partially Almost	Staff-student mentoring; anti-bullying curriculum embedded within lesson plans.

<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 Beginning</p>	<p>Teacher lesson plans; classroom walk-through observations</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>Master schedule; walkthrough observations with feedback; IEPs.</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>PLC/PD sign-in sheets, agendas, minutes.</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	Leadership and support staff meetings; Grade level team rosters; PLC/PD sign-in sheets
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	Master schedules and lesson plans
29. Family members of SWD are contributing members of school decision-making groups.	Partially Beginning	Meeting sign-in sheets and minutes
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Partially Beginning	Family Resource Center materials.
31. When communicating with families of SWD, all personnel consider family members as a resource and obtain their input in planning and problem solving.	Partially Almost	Teacher-parent communication-conferences; interims; daily home notes
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Partially Beginning	SAC/SAF meeting minutes and agendas.
33. The school uses a person-centered planning process for SWD.	Partially Almost	Transitioning procedures; IEP goals

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).	Partially Almost	Matriculation planning and activities
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School BPIE Assessment Priority Indicators

LIBERTY 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 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.
- Indicator 30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.