

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

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

**HERON HEIGHTS ELEMENTARY SCHOOL**

**District Name: Broward**

**MSID Number: 3961**

**Date Meeting Held: 4/22/2024**

# Initial Information

**School Principal:** Jennifer McGreevy

**School Type:** Elementary

**FIN Trained Meeting Leader/Title:** Jennifer McGreevy, School Principal

**Team Members Name/Title:**

Rachel Cunningham- ESE Specialist

Jennifer McGreevy -Principal

Craig Saban- AP

Michelle Griffiths- AP

Angela Gibson- Literacy Coach

Alexis Lopez- School Counselor

Paola Botero- School Counselor

## 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>	<p>Partially Almost</p>	<ul style="list-style-type: none"> <li>* Analyzing Beginning, Mid, and End of Year Achievement Data</li> <li>* Analyzing iReady Diagnostic Assessments</li> <li>* Providing Programs and curriculum targeting specific areas of need at each grade level</li> <li>* Providing a Reading Interventionist at the earlier grades targeting specific skills for struggling readers</li> <li>* Reviewing/providing ongoing assessments to target specific needs</li> <li>* Having the ESE Support Facilitators meet with the classroom teachers more often to collaborate and support students with needs</li> <li>* Supporting our ESE students with Standards-Based assessments and making provisions for necessary accommodations</li> <li>* Meeting with the Collaborative Problem Solving Team to review (RTI) intervention data</li> </ul>

<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>	<p>Partially Almost</p>	<ul style="list-style-type: none"> <li>*Parents and community members are consistently invited to attend our SAC/SAF Meetings to review school-wide data, goals and SIP.</li> <li>* The school improvement leadership team analyzes data/scores/ and student achievement at each grade level</li> <li>* The school website is updated as needed to provide ongoing practices of county wide involvement and upcoming calendar events</li> <li>* Teams meet weekly to collaborate and discuss topics on best practices (PLC discussions)</li> </ul>
<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>	<p>Partially Almost</p>	<ul style="list-style-type: none"> <li>* The ESE Specialist supports the ESE Team with ongoing information regarding progress monitoring, RTI updates, student needs in the inclusionary model, updated county documents and events</li> <li>* The school weekly newsletter includes all ESE events and trainings for parents and the community</li> <li>* The guidance department supports and works with our diverse students and teachers</li> <li>* The leadership team identifies less incidences of behaviors in the general education setting by supporting teachers with knowledge and understanding of best practices</li> </ul>
<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>Partially Almost</p>	<ul style="list-style-type: none"> <li>*The school administrator and leadership team includes all SWD in school-wide events, field trips, assemblies, after-school clubs, after care programs and evening events</li> </ul>

<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>Partially Almost</p>	<ul style="list-style-type: none"> <li>* 100% of SWD are assigned to a general education classroom and participate more than 85% of their school day with typical peers in the least restrictive environment</li> <li>* All After Care Programs and community/neighborhood programs include our SWD</li> <li>* School Clubs include our SWD and provide the necessary accommodations (if needed) to support inclusion</li> </ul>
<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>Partially Almost</p>	<ul style="list-style-type: none"> <li>* The school administration meets with the administrative support team, team leaders, parents and teachers monthly to discuss student performance including our SWD</li> <li>* The Literacy Coach meets with teachers to support and provide resources to all students</li> <li>* Administration attends all Collaborative Problem Solving Meetings</li> <li>* Administration provides funding for staff development both on and off campus</li> <li>* School-wide schedule is reviewed by administration to support the SWD population</li> </ul>

<p>8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.</p>	<p>Partially Almost</p>	<ul style="list-style-type: none"> <li>* Administration continuously supports the teachers and ESE Support Facilitators with the resources and supplies needed to engage SWD in instructional content through multiple learning modalities</li> <li>* Administration provides teachers the time needed to plan together and prepare the proper lessons to meet the needs of SWD (ie: special reading programs, materials, technology, online learning)</li> <li>* On-line Learning Ally Reading Program was available for all grade levels and monitored by the ESE Support Facilitators</li> <li>* The Speech and Language Pathologist aligned programs to her therapy session to support SWD in reading and related skills</li> </ul>
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<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>	<ul style="list-style-type: none"> <li>*Administration and ESE Specialist train and support ESPs working directly with SWD to promote school-wide communication and engagement.</li> <li>* The ESE Specialist provides and reviews the list of accommodations for each SWD prior to the student beginning the school year and examples of how the accommodation can be used in inclusion</li> <li>* Administration provides additional technology and assistive technology support (as needed) for every SWD</li> <li>* Administration models and implements proper school-wide language, dignity and respect for all SWD and their peers</li> <li>* Administration monitors all written content that is distributed to parents/ community to ensure proper use of person first language</li> </ul>
<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>	<ul style="list-style-type: none"> <li>* Administration is careful during the interview process to ask potential new teachers how they will contribute to the field of special education and provide examples of best practices for SWD</li> <li>* During the interview process, administration will request information from the applicant regarding how a SWD will be assessed for academic progress and present level</li> <li>* Administration prepares interview questions prior to meeting the applicant and the questions are centered around meeting the needs of SWD</li> </ul>

<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>	<ul style="list-style-type: none"> <li>* All bus arrivals and departures are the same for every student including SWD</li> <li>* SWD being transported with special accommodations are provided the same opportunities/schedule as their peers</li> <li>* SWD being transported with special accommodations are provided the same opportunities for all field trips and off campus travel</li> <li>* Safety measures are provided in advance to the transportation department via communication on the IEP if needed</li> <li>* Administration and the ESE Specialist provide the teachers of SWD the transportation accommodations (if any) prior to any scheduled transportation/school trips</li> <li>* Administration, the school nurse (if needed) provide chaperones all accommodations of SWD prior to any field trips</li> <li>* The ESE Specialist meets with parents of SWD that are using the transportation system and reviewing the needs/accommodations with the parents prior to beginning transportation</li> <li>* Administration implemented Curbsmart safety dismissal for all students to ensure safe release of SWD to parents</li> </ul>
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<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>	<ul style="list-style-type: none"> <li>*Administration ensures that all SWD have the same opportunities to participate in after school clubs, aftercare programs, after school tutoring, after school camps, clubs, evening events, all day field trips</li> <li>* Administration ensures that all parents of SWD are provided the same information regarding sponsored activities and programs</li> <li>* PTO providing sponsored activities and school-wide functions inform parents and the community via the school website, X, marquee and newsletters</li> <li>* During all non-academic school-wide functions, administration and teachers model effective communication and strategies to all students, promoting positive engagement towards peers</li> </ul>
<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>	<ul style="list-style-type: none"> <li>* Administration participates in all programs provided for our SWD</li> <li>* Administration provides and encourages teachers of SWD to participate in the annual recognition events off campus</li> <li>* All SWD have an opportunity to be a Student of The Month, Kid of Character, Positive Influencer, iReady Winners and participate on morning announcements, being recognized for their achievement</li> </ul>
<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>Partially Almost</p>	<ul style="list-style-type: none"> <li>* Administration provides consistent feedback, training and support to teacher during the evaluation process</li> <li>* Administration provides Professional Development opportunities to all staff members</li> </ul>

<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>Partially Almost</p>	<ul style="list-style-type: none"> <li>* Administration provides staff time for Professional Development activities and training covering a variety of topics</li> <li>* Administration informs staff of upcoming trainings on specific topics</li> </ul>
<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>	<ul style="list-style-type: none"> <li>* ESE Specialist, Interventionist, Literacy Coach, Guidance Counselor provide ongoing support to all teams and new team members</li> <li>* Administration and Literacy Coach provide continuous information on District and State resources, Professional Development, Assessments and Collaborative Teaching Models</li> <li>* ESE Specialist provides school website updates on all outside resources and programs</li> <li>* Administration provides school-wide flexible scheduling</li> </ul>
<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>Partially Almost</p>	<ul style="list-style-type: none"> <li>* Administration supports grade-level weekly PLC's and collaboration</li> <li>* Administration provides a schoolwide master schedule that supports time for collaboration and student scheduling</li> <li>* Administration provides continuous time for Professional Development both on and off campus</li> <li>* An ESE Support Facilitators and Speech and Language Pathologist participate in PLC collaborative conversations and planning</li> </ul>

## Domain II: Instruction and Student Achievement

Indicator	Implementation Status	Data Sources/Supporting Evidence
<p>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.</p>	Partially Almost	<ul style="list-style-type: none"> <li>* 100% of SWD attend specials classes provided the necessary accommodations (if needed)</li> <li>* Specials teachers attend all PLC's and Professional Development meetings</li> <li>* The ESE Specialist meets with the specials teacher at the beginning of the year and as needed provide information on all SWD and their needs</li> <li>* The Occupational Therapist and ESE Support Facilitators will provide any necessary adaptive equipment (as needed) to support SWD</li> </ul>
<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.</p>	Fully	<ul style="list-style-type: none"> <li>* 100% of SWD access the general education classroom and are working on grade level standards with the necessary accommodations</li> <li>* SWD are provided carefully planned content of the curriculum</li> <li>* ESE Support Facilitators collaborate with teachers to carefully align the state standards to IEP goals to support with student progress</li> </ul>

<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>Partially Almost</p>	<ul style="list-style-type: none"> <li>* CPST meet weekly to review data on all struggling students as well as SWD to support teachers and parents with strategies, skills and lesson planning throughout the Response To Intervention (RTI) process</li> <li>* Administration and the CPST invite parents to attend Response To Intervention (RTI) conversations</li> </ul>
<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>	<ul style="list-style-type: none"> <li>* Administration and Support Team meet with teachers to provide and analyze ongoing data of each student</li> <li>* Administration, Support Team and Teachers use and analyze formal assessments to track learning goals</li> <li>* ESE Support Facilitators and teachers implement the necessary accommodations to support SWD in their comprehension and learning needs</li> </ul>

<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>	<ul style="list-style-type: none"> <li>* The formative assessment process includes all students including SWD</li> <li>* Both teachers and ESE Support facilitators collaborate on the necessary accommodations and best practices prior to administering formative assessments to SWD</li> <li>* Prior to administering formative assessments to SWD, accommodations are provided for optimum readability and comprehensibility</li> <li>* Authentic scoring is provided (when allowable) to SWD to better measure student progress</li> </ul>
<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>	<ul style="list-style-type: none"> <li>* 100% of our SWD are included in school wide Character Education</li> <li>* Administration promotes a school wide Positive Behavior Plan and atmosphere to promote a happy learning environment for all student, including SWD</li> <li>* Administration involves/includes the parent population to promote a sense of positive community involvement (ie: Newsletters, marquee, school website, SAC/SAF meetings, PTO Meetings)</li> </ul>

<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>	<ul style="list-style-type: none"> <li>* All SWD are provided differentiation and proper support for student engagement</li> <li>* IT provides continuous updates on classroom software and programs for all general education students as well as SWD</li> </ul>
<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>	<ul style="list-style-type: none"> <li>* 100% of our SWD are provided differentiation techniques in both the ESE setting and general education setting</li> <li>* The ESE Support Facilitators and general education teachers collaborate on the needs of each individual SWD to support academic progress</li> <li>* ESE Support Facilitators collaborate on differentiation of lessons, assessments, visual schedules, graphic organizers, and assistive technology techniques</li> <li>* The Occupational and Physical Therapists provide support to general education teachers to better assist students in the classroom</li> <li>* The Specials Teachers differentiate (as needed) when planning activities and lessons</li> </ul>

<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>	<ul style="list-style-type: none"> <li>* All ESE Support Facilitators supply a combination of services (ie: Consultation with staff, Collaboration with students, Small Group Collaboration in general education, Support to the Reading Interventionist and Literacy Coach</li> <li>* The Reading Interventionist provides support to the general education teachers, works with small reading groups outside of the general education classroom as well as in a small separate room as needed</li> <li>* The Occupational Therapist provides services in the classroom setting, on the school campus as well as assists during the specials classes (if needed)</li> <li>* The Speech and Language Pathologist supports the general education teachers with best practices resources</li> </ul>
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**Domain III: Communication and Collaboration**

Indicator	Implementation Status	Data Sources/Supporting Evidence
<p>27. All special education teachers are full, collaborative members of a general education curriculum team.</p>	<p>Fully</p>	<ul style="list-style-type: none"> <li>* All ESE Support Facilitators, Speech and Language Pathologist and Itinerant Staff are invited and expected to join grade level scheduled Team Leader Meetings as well as Professional Development Trainings</li> <li>* The ESE Support Facilitators and Speech and Language Pathologist meet once a month to touch base, collaborate on students, discuss upcoming district wide events and planning needs</li> <li>* The ESE Specialist meets with all general education teachers of students serviced through an IEP and ESE Support Facilitators to discuss student needs prior to the first day of school</li> </ul>
<p>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.</p>	<p>Fully</p>	<ul style="list-style-type: none"> <li>* Administration supports the ESE Department with collaborative planning and school wide scheduling</li> <li>* The ESE Support Facilitators participate in grade level team curriculum planning conversations</li> <li>* Administration includes all staff and ESE Support Facilitators in PLC conversations and planning</li> <li>* Administration includes all staff members through a Weekly Calendar Agenda of upcoming events, student recognition and district updates</li> </ul>

<p>29. Family members of SWD are contributing members of school decision-making groups.</p>	<p>Partially Almost</p>	<ul style="list-style-type: none"> <li>* 100% of our families are offered inclusion in all school wide decision making via SAC and SAF</li> <li>* All family members are a part of Collaborative Problem Solving conversations</li> <li>* Administration analyzes parent surveys and data to better support families of SWD and their needs</li> </ul>
<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>	<ul style="list-style-type: none"> <li>* 100% of all parents are invited to District Wide Training Events that are consistently posted on our school website and school newsletter</li> <li>* ESE Newsletters and Events throughout the community are provided to all parents to inform them of upcoming trainings and support services (ie: Counseling, CARD, Tutoring Programs, Pre-K Services) via school newsletter</li> </ul>
<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>	<ul style="list-style-type: none"> <li>* 100% of parents participate in the Annual IEP Planning</li> <li>* 100% of parents including SWD are included in Parent Conferences, classroom communication tools (apps), and newsletters</li> <li>* Parents and the community are continuously updated via weekly newsletters, the marquee, X and Facebook.</li> </ul>

<p>32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.</p>	<p>Fully</p>	<ul style="list-style-type: none"> <li>* Administration posts and supplies the SIP to all parents and families online</li> <li>* Administration shares and updates parents during all SIP Meetings</li> <li>* Administration shares continuous updates to all staff members, and school administrators weekly and throughout the school year on progress monitoring</li> </ul>
<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Fully</p>	<ul style="list-style-type: none"> <li>* The ESE Specialists collaborates and meets with the forwarding and receiving schools to discuss the needs of each SWD and 504 needs</li> <li>* All ESE Support Facilitators prepare and plan for the transition into the middle school setting and updates the IEP to reflect the needs of our SWD</li> <li>* ESE Specialist supports families of Pre-K SWD entering into the Kindergarten setting</li> <li>* All data of SWD registering to our school is reviewed and analyzed prior to the student transitioning</li> </ul>

<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>	<ul style="list-style-type: none"> <li>* An in-person Parent Meeting is provided with the staff of the matriculating school inviting all parents of SWD to discuss programs and the transition into middle school</li> <li>* New Parents of SWD are invited to a Parent Evening Meeting to meet staff and tour the school (Come See Us Now)</li> <li>* A Meet and Greet is conducted at the beginning of the school year prior to the first day of school to meet the teacher</li> <li>* Administration reaches out to parents of SWD if a conversation is needed prior to the first day of school</li> </ul>
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# School BPIE Assessment Priority Indicators

HERON HEIGHTS 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 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.
- Indicator 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.
- Indicator 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.
- 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.