

School Best Practices for Inclusive Education (BPIE) Assessment

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

DISCOVERY ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 3962

Date Meeting Held: 6/4/2025

Initial Information

School Principal: Althea Elliot

School Type: Elementary

FIN Trained Meeting Leader/Title: Althea Elliott, ESE Specialist

Team Members Name/Title:

Julie DeGreeff - Principal

Dannyelle De Varona - Assistant Principal

Chapperra Morrison - Reading Coach

Rachel Dewing - Autism Coach

Krystal Schechter - ESE Parent, Math Coach, SAC

Althea Elliott - ESE Specialist

Tamar Bedward - School Counselor

Jasmin Sears - ESE Teacher

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 Chats and Assessment Analysis
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	School Improvement Plan reviewed monthly at SAC meetings
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
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	SWD attend all grade level field trips and participates in all grade level activities
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	Class list, special program students participate in specials, lunch, recess, and all grade level activities with general education peers

<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>General and special education teachers are expected to share, instructional and behavioral support responsibilities for SWDs in classroom settings and other school settings.</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>Partially Almost</p>	<p>Staff trainings to support the implementation of behavioral and academic strategies to support student progress.</p>
<p>9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.</p>	<p>Partially Almost</p>	<p>Provide additional training and support for new teachers to be properly trained in student 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>Interview form and question gain insight into a candidates beliefs about diversity and inclusivity.</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>SWD attend all grade level field trips with proper supports, including additional para professionals and bus harnesses for safety.</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>SWD attend all events, activities, ceremonies and trips along with their grade-level peers.</p>

13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Fully	All SWD receive the same awards and opportunities as students in general education classes.
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 data from classroom observations and can identify areas that need additional training and professional development.
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.	Fully	Administrators have ensured teachers of students with disabilities and support staff have taken training sessions and professional development.
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.	Fully	Inclusive scheduling and team problem solving with the support team.
17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Fully	Collaborative planning times are aligned by grade level, weekly team meetings, and ESE monthly meetings.

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 attend team meetings and are provided the accommodations documents for students with disabilities.
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.
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	Members of the school MTSS team are assigned to provide support to specific grade levels.
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	General education teachers collaborate with the special education teachers and the autism coach.
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 data to differentiate instruction.
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	Participate in inclusion, anti-bullying, character education and other activities throughout the year.

<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>There is a school wide approach to include lessons that are presented in visual and oral formats and include engagement to support all learners.</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>Related services are provided in general education classes.</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 receive PD that provides clear work responsibilities and how to effectively provide support to SWD.</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	Special education teachers attend weekly team meetings with their grade level.
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	Special education teachers attend weekly team meetings with their grade level.
29. Family members of SWD are contributing members of school decision-making groups.	Fully	Family members of SWD participate in SAC and PTO.
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	Learning opportunities and resources are provided to families throughout the school year.
31. When communicating with families of SWD, all personnel consider family members as a resource and obtain their input in planning and problem solving.	Fully	Teachers communicate with families regularly to ensure support plans are consistent.
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Fully	Progress reports are provided to families quarterly.
33. The school uses a person-centered planning process for SWD.	Fully	Matriculation meetings occur yearly and next-year classroom placement is considered to ensure best placement for student needs.

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	We identify and share individual needs of SWD as they transition from grade to grade.
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School BPIE Assessment Priority Indicators

DISCOVERY 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 8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.
- Indicator 9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.