

School Best Practices for Inclusive Education (BPIE) Assessment

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

MIRROR LAKE ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 1841

Date Meeting Held: 9/24/2024

Initial Information

School Principal: MARLEN VELIZ

School Type: Elementary

FIN Trained Meeting Leader/Title: Sherry- Ann Wilson, ESE Liaison

Team Members Name/Title:

Marlen Veliz, Principal
Hend Hafez, Assistant Principal
Kiara Johnson, Literacy Coach
Joanne Etienne, School Counselor
Melissa Smiley, ASD Coach
Andrea Cutrone, Teacher, SIP Coordinator
Heidi Schoenfeld, SLP
Debra Debruyne, Math Coach
Melissa Pacheco, ESP, Parent with SWD
Krissia James, Parent
Dymond Cross, Parent PTO Liaison
Sherry- Ann Wilson, ESE Specialist

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 are collected, analyzed and shared with all teachers regarding student achievement of SWD in general education and natural contexts once a month. School increases the number of SWD who receive educational services in inclusive classrooms and natural contexts by percentage of inclusion time.
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	Monthly SAC meetings are held, and all parents with or without SWD are asked to attend, and to also share their thoughts about improving our school. Flyers are sent home with resources and upcoming events. Stakeholders are invited to attend Coffee with the Principal, and counselors along with ASD coach to share any concerns about their students.
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	Weekly team PLC's are completed, also the literacy coach supports and reviews the team's PLC logs in order to assure that all student's whether with a disability or not, that we are meeting the needs of all students. ESE Specialist along with ASD coach collaborates with teams to ensure that we are meeting the needs of all students.

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	Based on enrollment, the school has 8 Special program-ASD; 4- Intensive pre-k, 2- specialized pre-k, as well as every grade level has a gifted/high achieving classroom where students are enriched in the areas that they are exceptional in. We also have students with autism with majority of their days, in right fit general education classrooms. Families are given conferences and meetings to discuss whether the school is addressing their child's needs, regardless of the type or severity of disability.
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	All teachers ensure that every student feels welcome and achieves to his or her potential in general education classes and other natural contexts. Students whether the severity of their disability are invited to attend academic morning and evening camps and receive interventions based on their reading and or math needs.
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. *schools with Pre-K programs only	Not Yet	As per county assignment, all our pre-k classes are students with IEP's. Collaboration between pre-k teachers and the general education teacher are completed at the time of matriculation to KDG.
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.	Fully	Based on the nature of this school, we are mandated to share the safety, wellbeing of all our students whether SWD or not. Our school continues to maintain collaboration between services providers and teachers and stakeholders.

8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.	Partially Almost	Accessibility to all materials are placed in a location that is center to all. While contents are available via online learning, differentiation is based on the students' needs. Some students are given the same reading and math homework, but are accommodated based on their individual needs .
9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.	Fully	The beginning of the year staff meeting and meetings thereafter are conducted to address any disrespect to any staff and or children, it is at this time that all staff are given clear expectations. In our school students are referred by their names, not by their disability. We believe that a disability is a different ability.
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.	Fully	At all interviews, the administrator has interview questions that are tailor made for the job/position. Administrator is adamant that the interviewee understands the pulse of the school, and its unique needs.
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.	Fully	Administrators are present at the arrival and departure, and oversee that all students are safe. SWD students are given the same opportunity to attend grade level field trips, and community based activities. It is mandatory here at this school. SWD students are exposed to all cultures and are urged to participate in all culture events . All bus arrivals and departures occur at the same time and location for students with and without disabilities

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.	Fully	All students whether with a unique ability or not, are included in our dances, FIERCE (girl club) and ICON(boys club), field day, assemblies, cultural festivals, plays, specials/electives, recess, lunch. We have now implemented ELOP- education learning opportunities program- cooking, dancing, robotics etc.
13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Fully	Every quarter, ALL Students are awarded for their hard work. It is imperative that we award progress and growth, as many of our students make steady progress, and must be awarded for this. With this thought process, we have created many awards that are not always academic centered, but are centered around progress .
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	Weekly RTI meetings are conducted, and teachers are being trained on how to input the data. Monthly data chats are held in order to analyze what is needed to assist our students. School administrators frequently have walk throughs throughout the school, to asses the needs of our students.

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	School leaders provide a published schedule of PD opportunities, made available throughout the school year, for all school personnel. Administrators provide ongoing support for new personnel who are hired after the beginning of the school year. PL is provided through existing school structures, such as PLCs, collaborative team planning, lesson study, peer coaching.
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	We have implemented the use AAC and other instructional technologies; Planning and application of curricular accommodations/modifications development of professional learning communities. Team problem solving; Inclusive scheduling; Planning and implementing behavior supports
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 was created, to facilitate common planning time between general education teachers and ESE teachers. 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.

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 Beginning	ESE teachers and support services personnel solicit feedback from specials, electives teachers to determine the effectiveness of instructional accommodations or modifications. Support is given to the specials teachers to be able to facilitate all students.
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	Learning goals and objectives are aligned to the unique ability of each student. The instructional goals and learning targets of students with the most significant cognitive disabilities are based on access points. Teachers modify learning goals and instruction for students with the most significant cognitive disabilities using the same, or similar, age appropriate materials as those used by students without disabilities.
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	Weekly MTSS and training is consistently used by the school personnel to ensure the progress in the general educational grades with and without disabilities. At each stage of intervention, parents are notified, of either their growth and or regression. An FBA process is used to identify triggers and replacement behaviors for any student who needs additional behavioral support.

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	All teachers use formative assessment data to adjust instruction, revise behavior plans and determine individual student responses to interventions in general education and natural contexts. 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.
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	Teachers of students in self-contained classrooms use formative assessment data to increase time SWDs receive instruction in general education classes. These assessments include but not limited to behavioral interventions, instructions. ESE Teachers, quarterly assess students, to assure that SWDs make progress to meet their goals.
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	The school has one or more school-wide programs in place that address the following: positive behavior referrals ICON FIERCE Dolphin Ambassador Safety Patrol Academic Bowls Student Government All students are given opportunities to attend ITV to present "word of the day". VIP- Veliz Important Person Weekly school counselor meeting with students

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	The use of technology within the classroom are as followed: Promethean Board, AAC to engage in the lessons. Teachers plan instruction to allow multiple means of representation, and engagement. Lessons are presented in visual and oral formats. The student responds using eye gaze, choices cards and/or gestures.
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.	Partially Almost	The school master schedule reflects a variety of service delivery models used across the school, including support facilitation and consultation. The support facilitator able to assist the teacher with their reading, as students are able to bring their unfinished reading comprehension work.
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.	Partially Beginning	The roles and responsibilities of paraprofessionals are clearly outlined and communicated by administrators and teachers. Teachers and paraprofessionals discuss strategies and methods to provide individual supports to SWD in general education classrooms

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	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. The special education and the general education teacher facilitates collaborative parent conferences.
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	Teachers determine appropriate accommodations and other supports (e.g., behavior, visual and communication) for individual students. Teachers have consensus on grading procedures, especially when accommodations or modifications are provided for individual students. Teachers share roles and responsibilities such that distinctions between special education and the content- or grade-level teacher are not obvious.
29. Family members of SWD are contributing members of school decision-making groups.	Partially Almost	Monthly SAC meetings, PTA, ASD meetings are held. Surveys are sent home, in order to assure that we are meeting the needs of all our students. Parents attend cultural festivities, family fun day. Monthly newsletters that highlight the school and community events.

30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	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. Schedule of ongoing learning opportunities is provided to all families via newsletter, website, emails, etc. Family learning opportunities include content and activities that are translated for families whose first language is not English.
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	Currently we use a variety of correspondences to communicate with families, including but not limited to : Daily home notes, Remind, Newsletters, Class Dojo, phone a friend, and emails. In addition to all the above communication, the school also uses Facebook and Twitter to remind parents about monthly meetings, and that all are welcome to join in collaboration for the good of our students.
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Partially Beginning	The school administrator provides a report to families as part of school open house activities.
33. The school uses a person-centered planning process for SWD.	Partially Beginning	At matriculation meetings at times, for middle school and or for Kindergarten, the ESE Specialist and or the ASD coach is invited to speak about the various programs and services in order for a smoother transition.

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	In the spring, the school coordinates an orientation for students moving from elementary to middle school. Tours are given for incoming KDG students, along with Kindergarten Round up, for all students. As the matriculation occurs for 5th graders, the surrounding middle schools are invited to meet parents and students both in person, and at IEP meetings.
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School BPIE Assessment Priority Indicators

MIRROR LAKE 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 33. The school uses a person-centered planning process for SWD.