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.

Total/Percent from July 1st 2016 to June 30th 2017	SEL	%
■ 1. Fully	14	70%
■ 2. Partially A	6	30%
■ 3. Partially B	0	0%
■ 4. Not Yet	0	0%
Total	**20**	**100%**

70%

0%
0%

30%

Fully   Partially A   Partially B
Not Yet
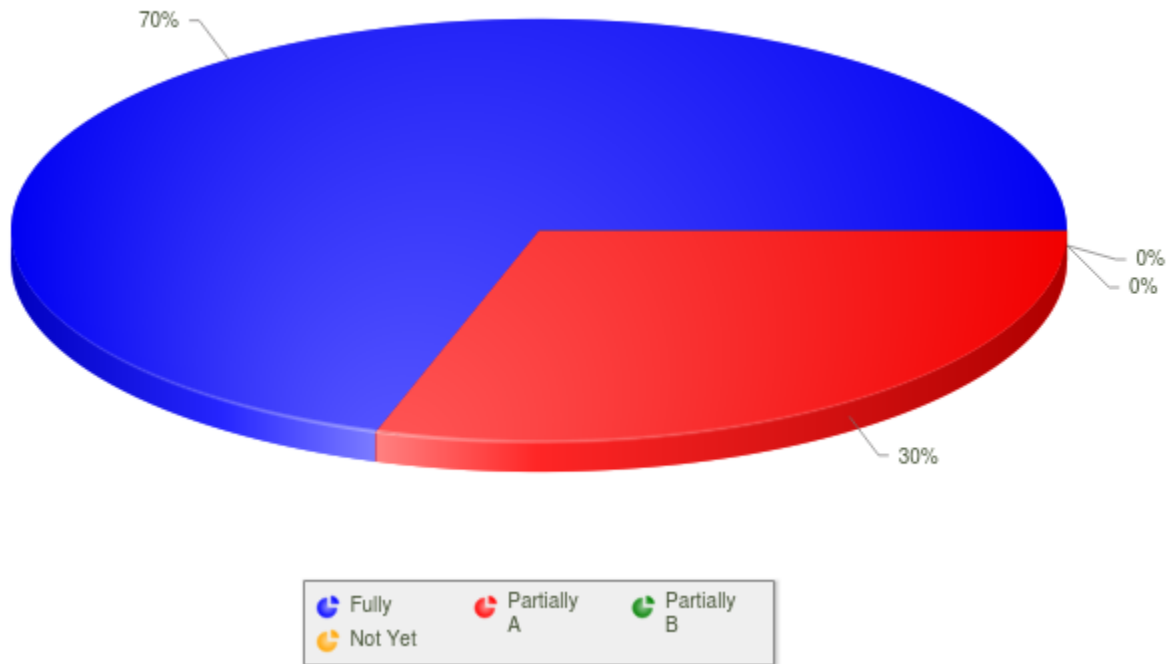
Short-and long-term efforts to implement and improve inclusive educational practices, as measured by the BPIE, are included in the SIP.

Total/Percent from July 1st 2016 to June 30th 2017	SEL	%
1. Partially B	11	55%
2. Partially A	5	25%
3. Fully	4	20%
4. Not Yet	0	0%
Total	**20**	**100%**
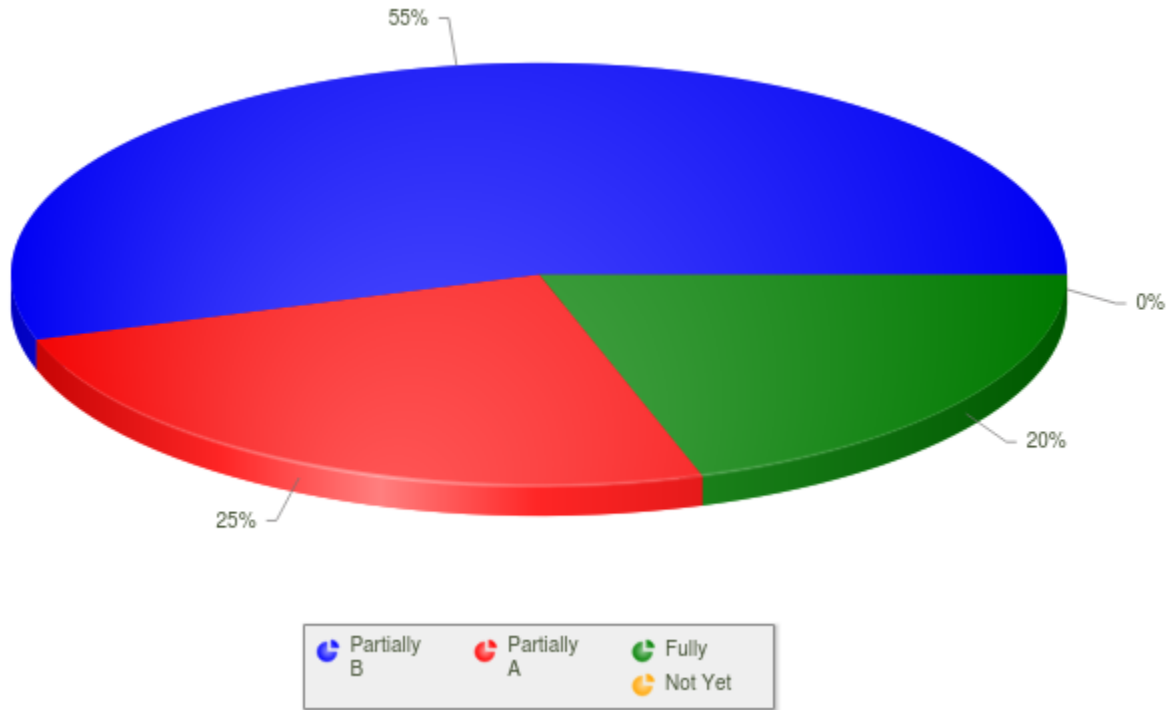
The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWDs.
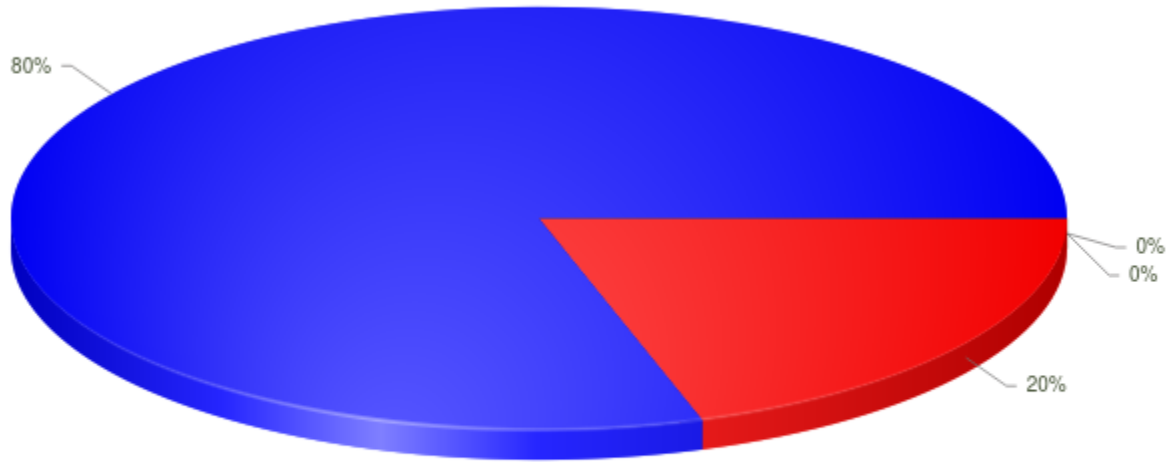
Total/Percent from July 1st 2016 to June 30th 2017	SEL	%
■ 1. Fully	17	85%
■ 2. Partially A	2	10%
■ 3. Not Yet	1	5%
■ 4. Partially B	0	0%
Total	**20**	**100%**

85%

0%

5%

10%

Fully   Partially A   Not Yet   Partially B
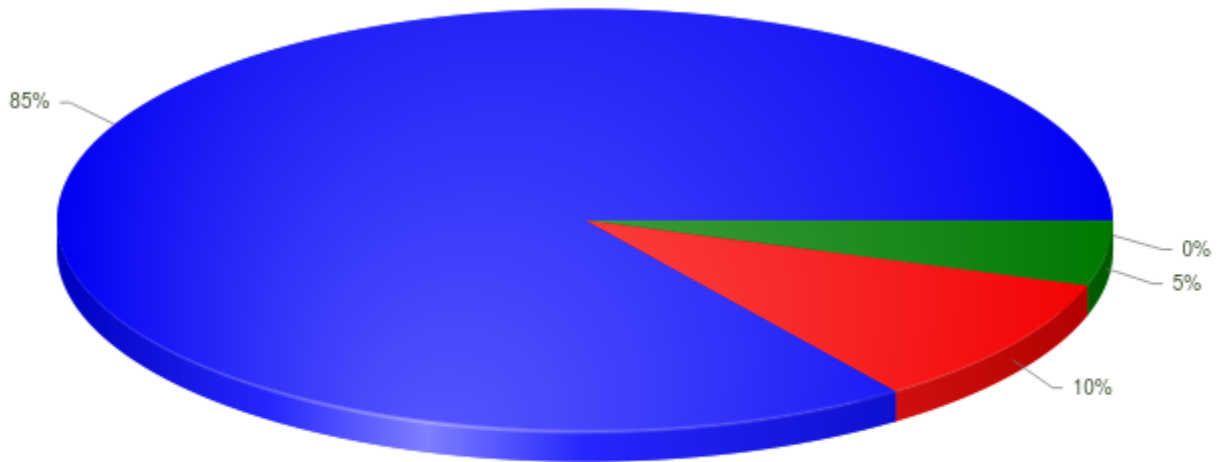
School administrators advocate for all SWDs to have the same school choice options as students without disabilities to ensure all SWDs receive educational services in their neighborhood school or school of choice.

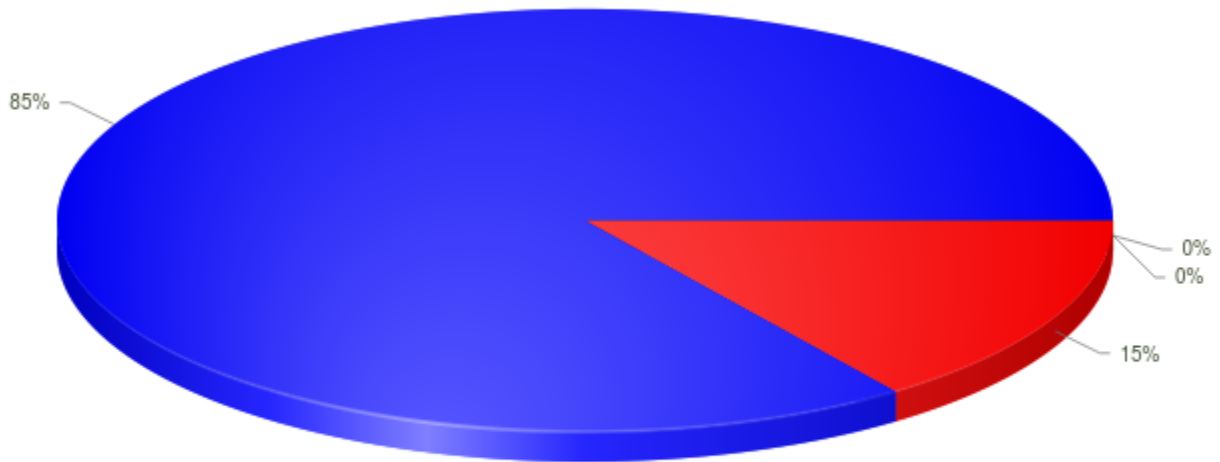| Total/Percent from July 1st 2016 to June 30th 2017	SEL	%
1. Fully	16	80%
2. Partially A	4	20%
3. Partially B	0	0%
4. Not Yet	0	0%
Total	**20**	**100%**

School data reflect that all SWDs, 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.
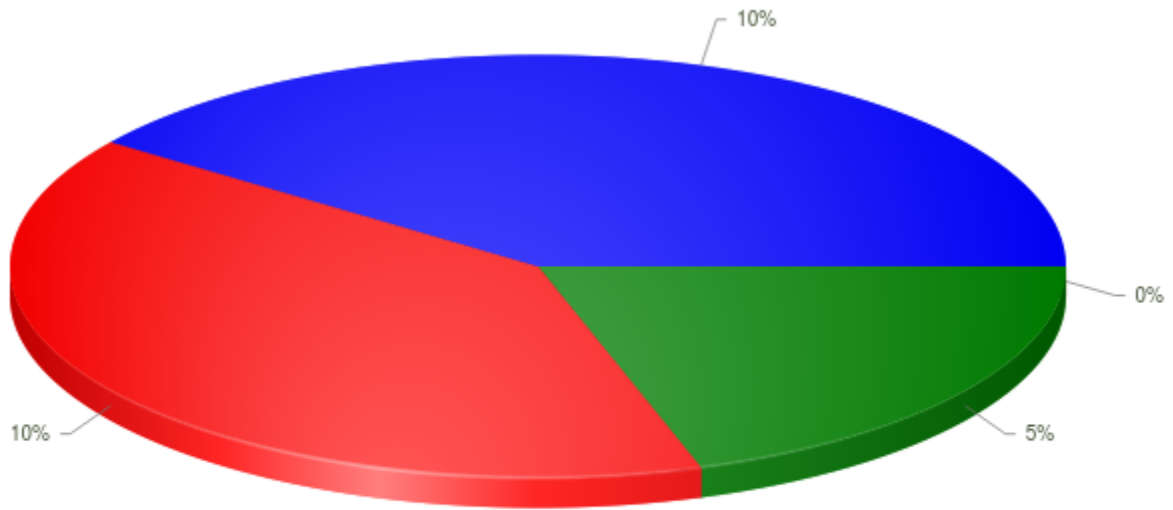
Total/Percent from July 1st 2016 to June 30th 2017	**SEL**	**%**
1. Fully	17	85%
2. Partially A	3	15%
3. Partially B	0	0%
4. Not Yet	0	0%
Total	**20**	**100%**

85%

0%
0%

15%

Fully   Partially A   Partially B
Not Yet

School data reflect that all SWDs, ages 3-5, receive special education and related services in the regular early childhood (Pre-K) and kindergarten classes with peers without disabilities.

*Schools with Pre-K programs only

Total/Percent from July 1st 2016 to June 30th 2017	SEL	%
1. Fully	2	10%
2. Partially A	2	10%
3. Not Yet	1	5%
4. Partially B	0	0%
Total	**5**	**100%**

Legend: Fully, Partially A, Not Yet, Partially B

School administrators communicate expectations for all school personnel to share responsibility for all of the students in their building and consider all SWDs as general education students first.
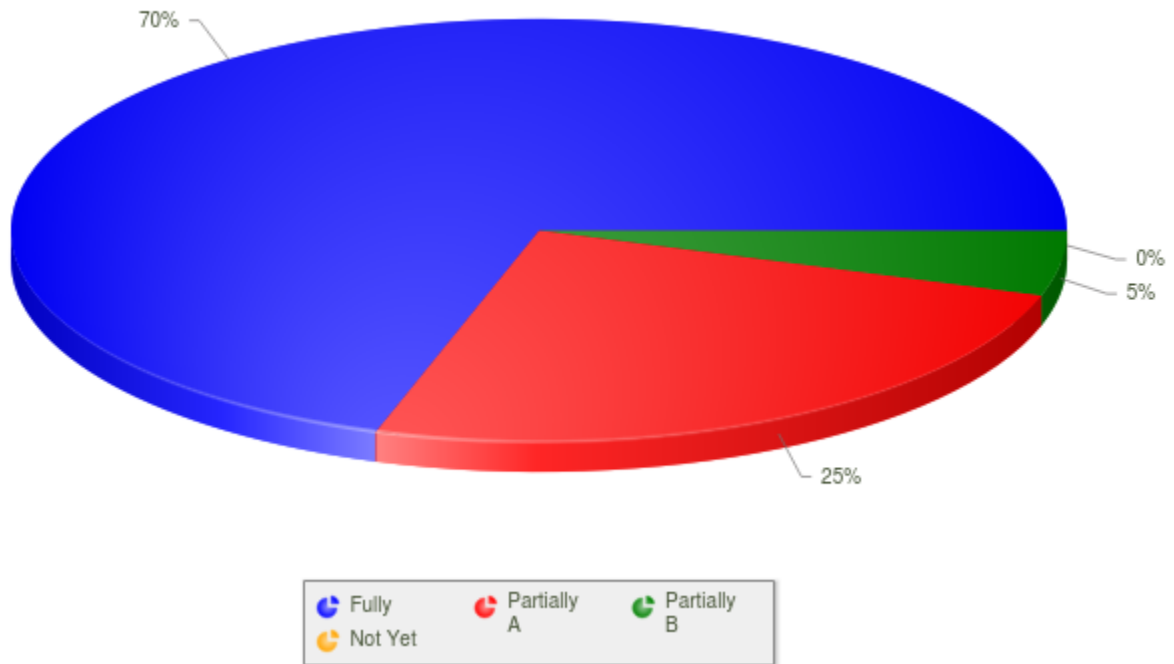
Total/Percent from July 1st 2016 to June 30th 2017	**SEL**	**%**
■ 1. Fully	14	70%
■ 2. Partially A	5	25%
■ 3. Partially B	1	5%
■ 4. Not Yet	0	0%
Total	**20**	**100%**

70%

0%

5%

25%

● Fully   ● Partially A   ● Partially B   ● Not Yet
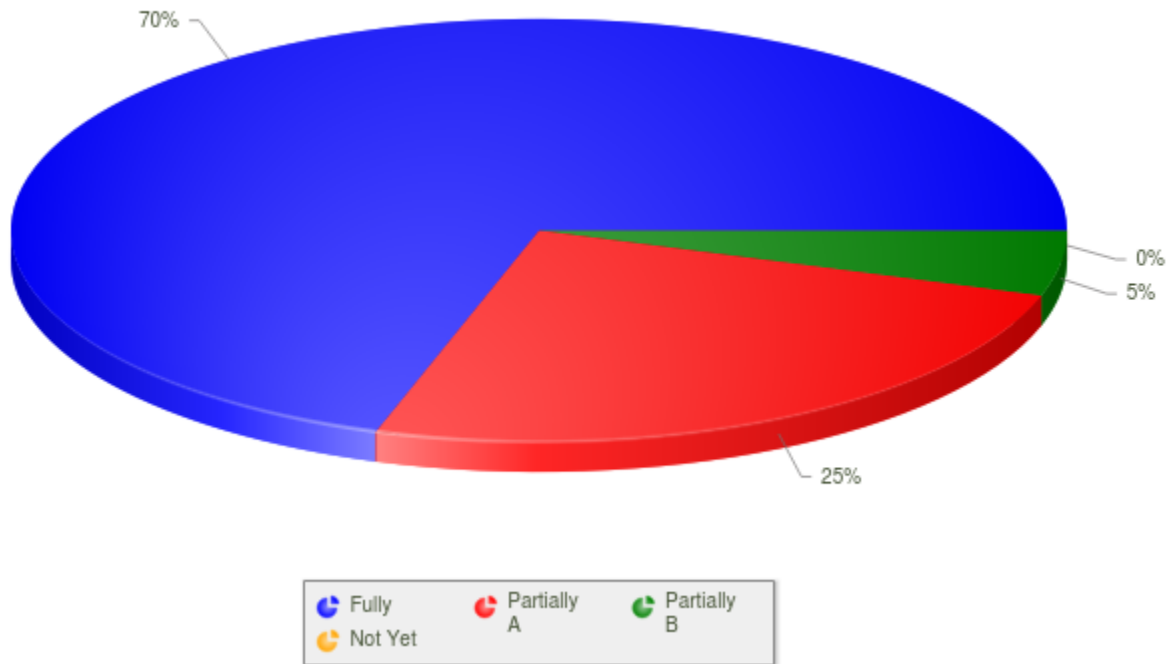
School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWDs.

Total/Percent from July 1st 2016 to June 30th 2017	SEL	%
🟦 1. Fully	14	70%
🟥 2. Partially A	5	25%
🟩 3. Partially B	1	5%
🟧 4. Not Yet	0	0%
Total	**20**	**100%**

School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.

| Total/Percent from July 1st 2016 to June 30th 2017	SEL	%
■ 1. Partially A	8	40%
■ 2. Fully	6	30%
■ 3. Partially B	3	15%
■ 4. Not Yet	3	15%
Total	**20**	**100%**
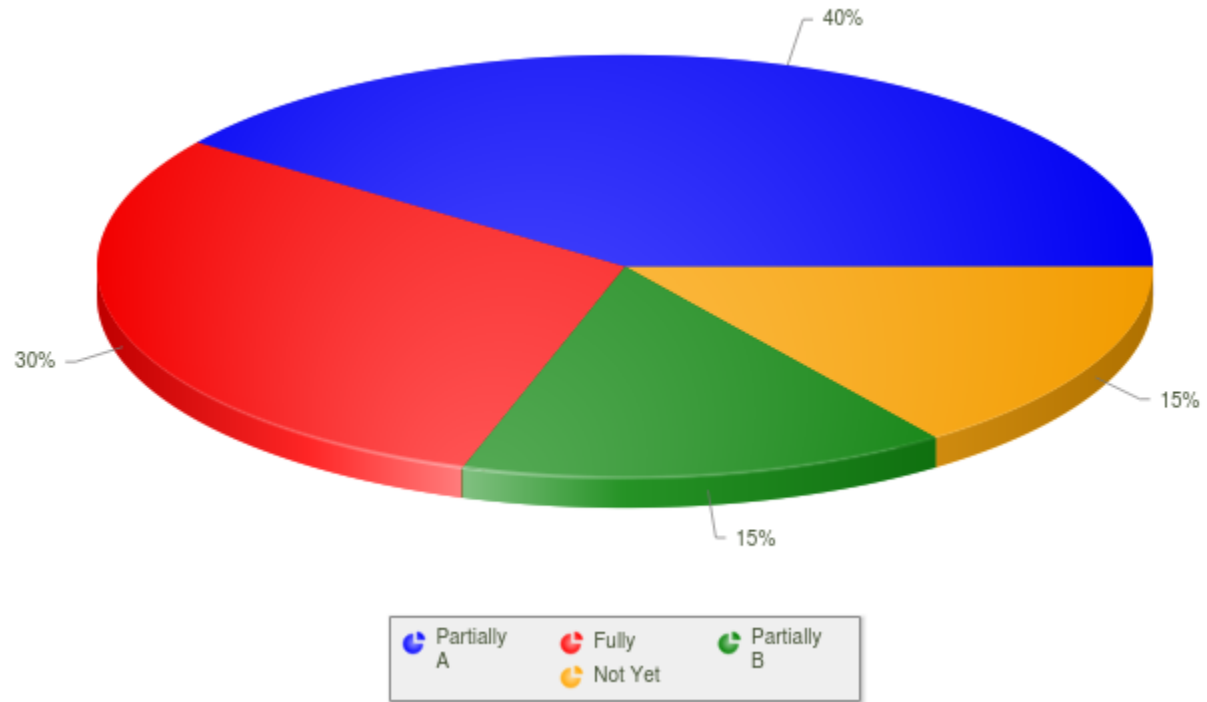
School administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position.

Total/Percent from July 1st 2016 to June 30th 2017	SEL	%
■ 1. Fully	9	45%
■ 2. Partially A	9	45%
■ 3. Partially B	1	5%
■ 4. Not Yet	0	0%
Total	**19**	**100%**
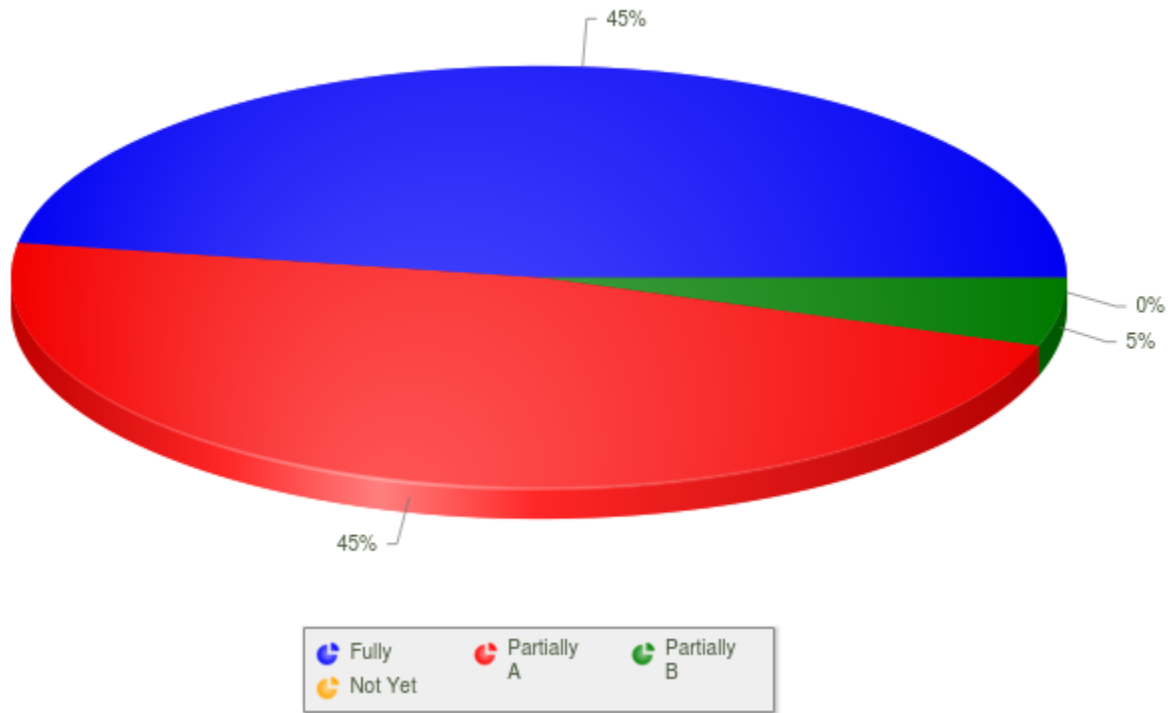
School administrators advocate for all SWDs to be transported to and from school and community-based activities with students without disabilities attending the same school, except for those who have an IEP indicating a shortened school day.

Total/Percent from July 1st 2016 to June 30th 2017	**SEL**	**%**
1. Fully	19	95%
2. Partially A	0	0%
3. Partially B	0	0%
4. Not Yet	0	0%
Total	**19**	**100%**

95% — 0% 0% 0%

Fully   Partially A   Partially B
Not Yet
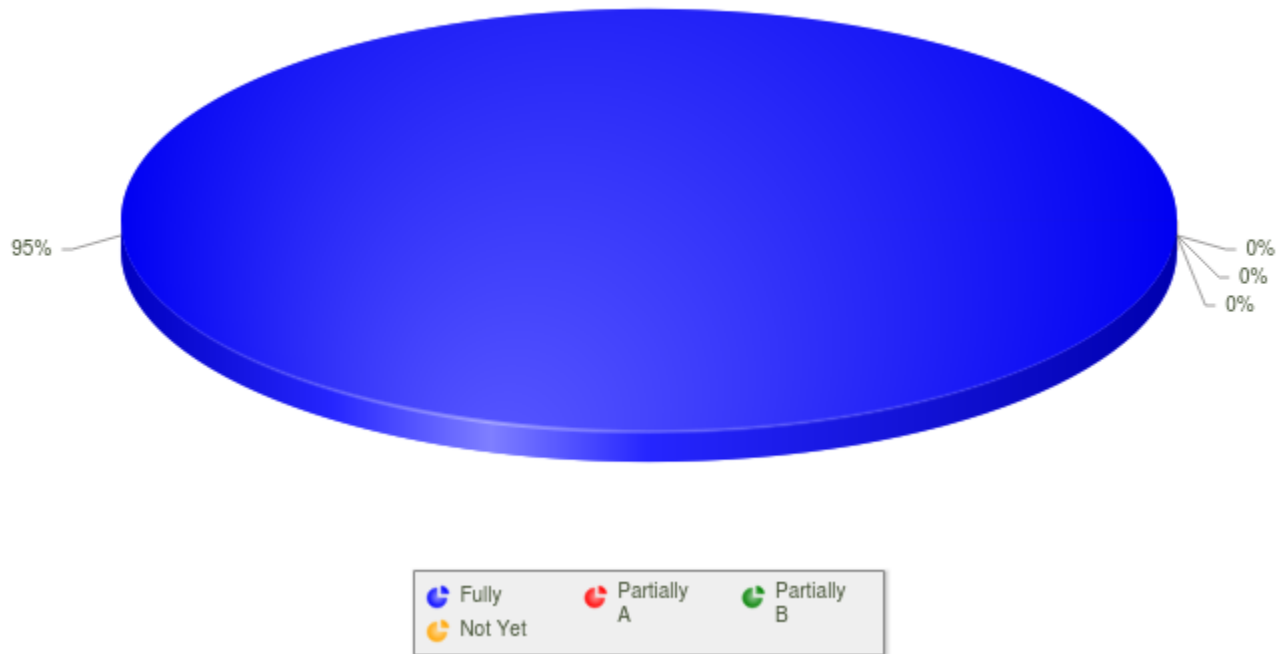
All SWDs have the same opportunities as students without disabilities to participate in all school-sponsored, non-academic, age-appropriate activities, including electives, sports, dances, clubs, field trips, school plays, community service activities and graduation activities.

Total/Percent from July 1st 2016 to June 30th 2017	SEL	%
1. Fully	19	95%
2. Partially A	1	5%
3. Partially B	0	0%
4. Not Yet	0	0%
Total	**20**	**100%**
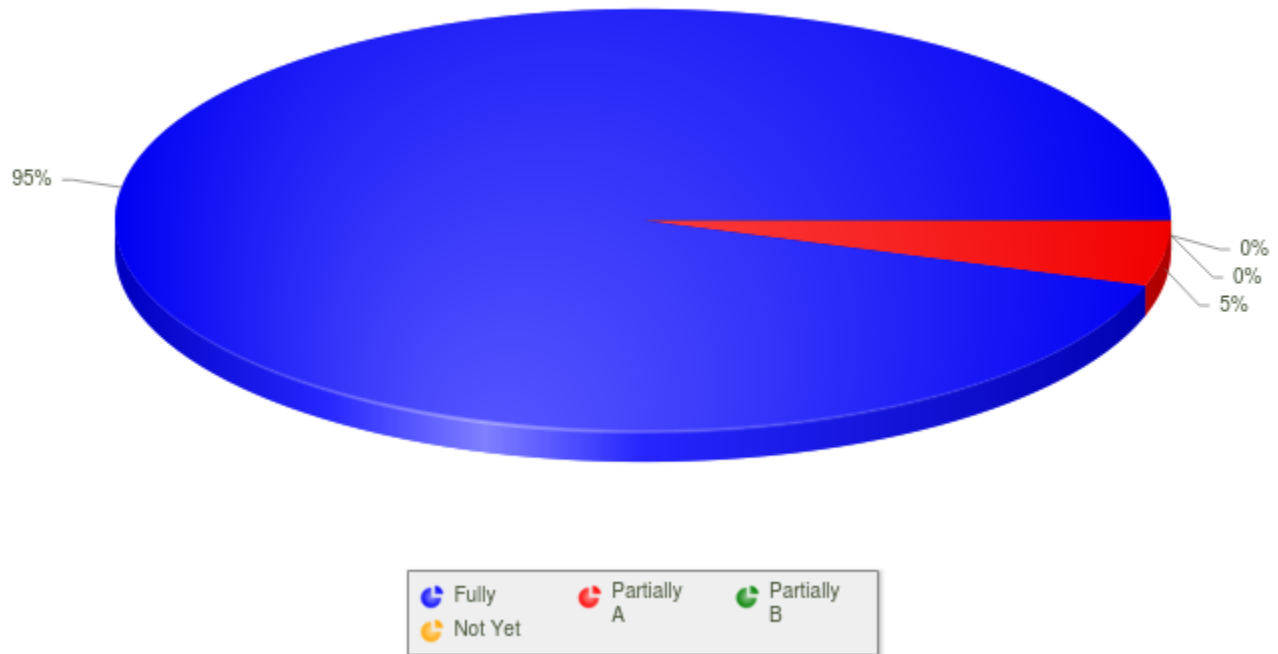
All students, including SWDs, are given equal consideration for recognition through honors, awards and other designations offered by the school.

Total/Percent from July 1st 2016 to June 30th 2017	SEL	%
■ 1. Fully	20	100%
■ 2. Partially A	0	0%
■ 3. Partially B	0	0%
■ 4. Not Yet	0	0%
Total	**20**	**100%**

100% ─────

─ 0%
─ 0%
─ 0%

🌀 Fully   🌀 Partially A   🌀 Partially B
🌀 Not Yet
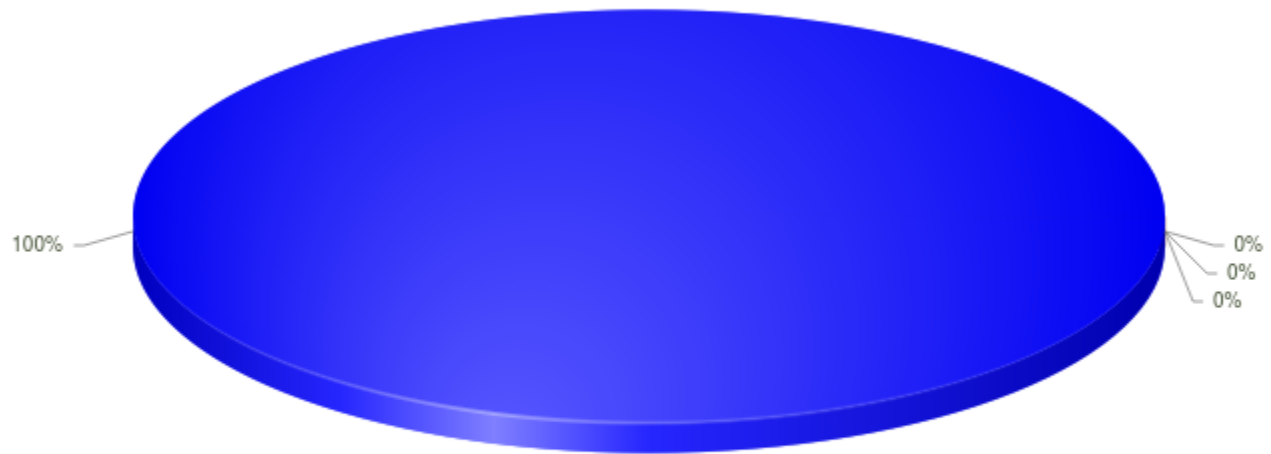
School administrators analyze data to identify professional development (PD) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.

Total/Percent from July 1st 2016 to June 30th 2017	SEL	%
1. Fully	10	50%
2. Partially A	7	35%
3. Partially B	3	15%
4. Not Yet	0	0%
Total	**20**	**100%**
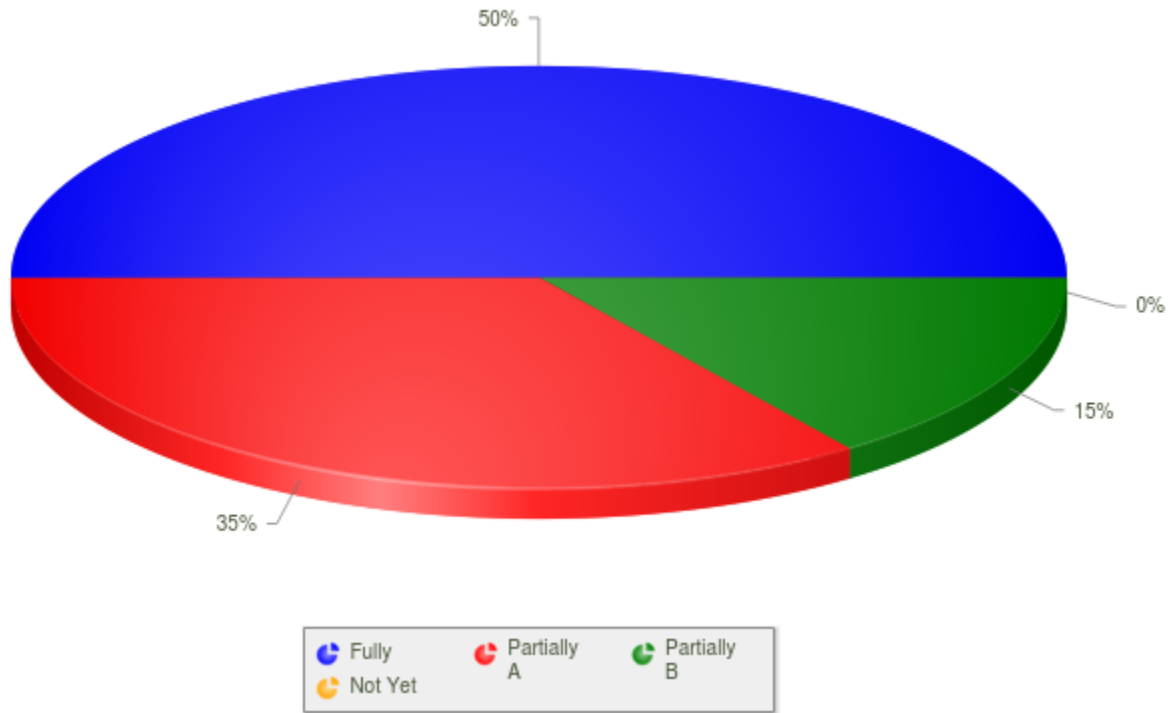
School leaders provide job-embedded professional development for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWDs.

Total/Percent from July 1st 2016 to June 30th 2017	**SEL**	**%**
1. Fully	12	60%
2. Partially A	4	20%
3. Partially B	3	15%
4. Not Yet	1	5%
Total	**20**	**100%**
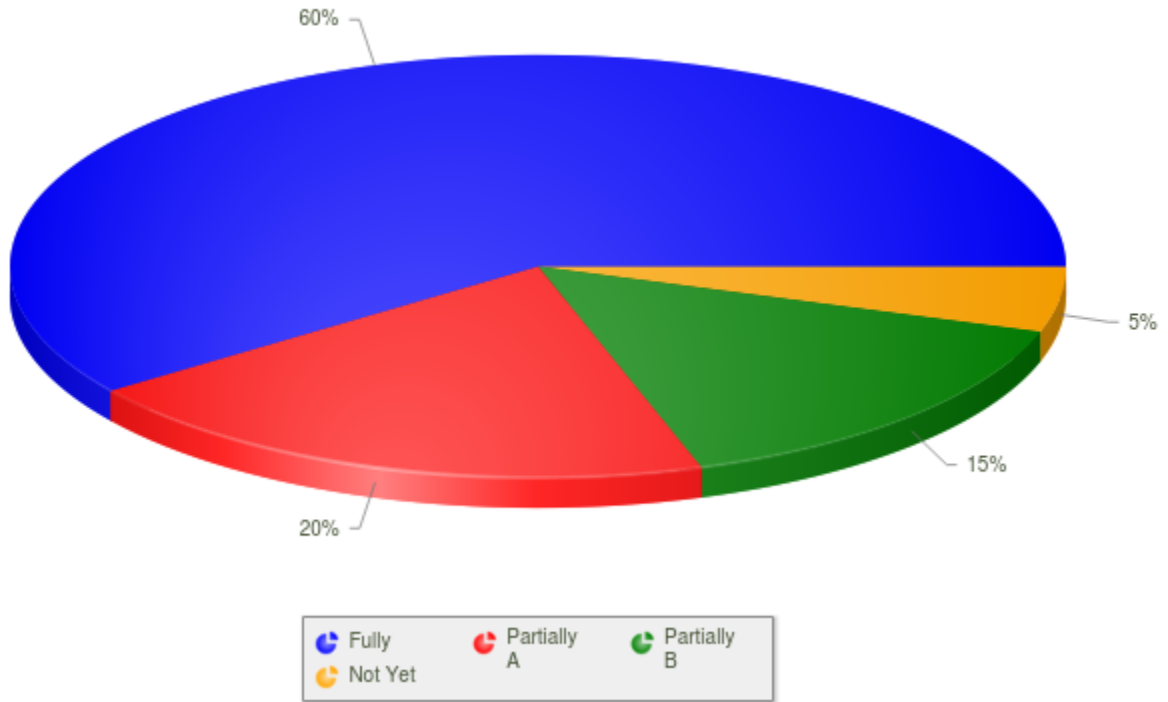
School leaders facilitate job-embedded, technical assistance for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWDs.

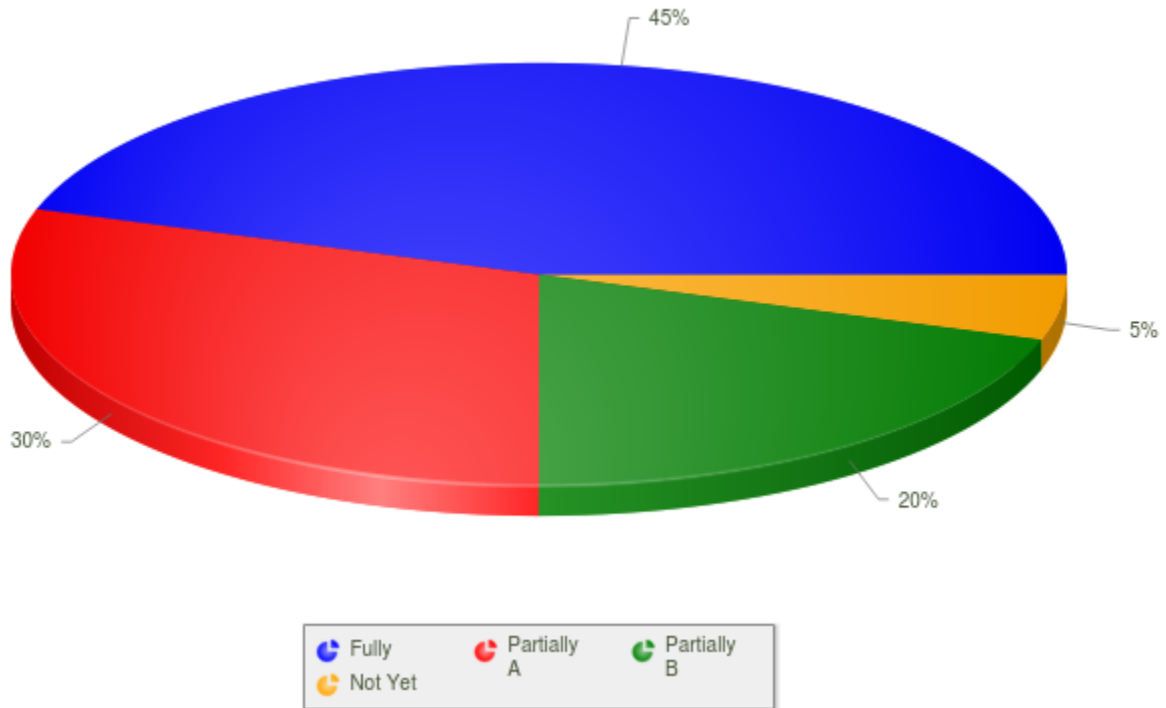| Total/Percent from July 1st 2016 to June 30th 2017	SEL	%
🟦 1. Fully	9	45%
🟥 2. Partially A	6	30%
🟩 3. Partially B	4	20%
🟧 4. Not Yet	1	5%
Total	**20**	**100%**

Legend: Fully, Partially A, Partially B, Not Yet

School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.		
Total/Percent from July 1st 2016 to June 30th 2017	**SEL**	**%**
■ 1. Fully	13	65%
■ 2. Partially A	4	20%
■ 3. Partially B	2	10%
■ 4. Not Yet	1	5%
Total	**20**	**100%**
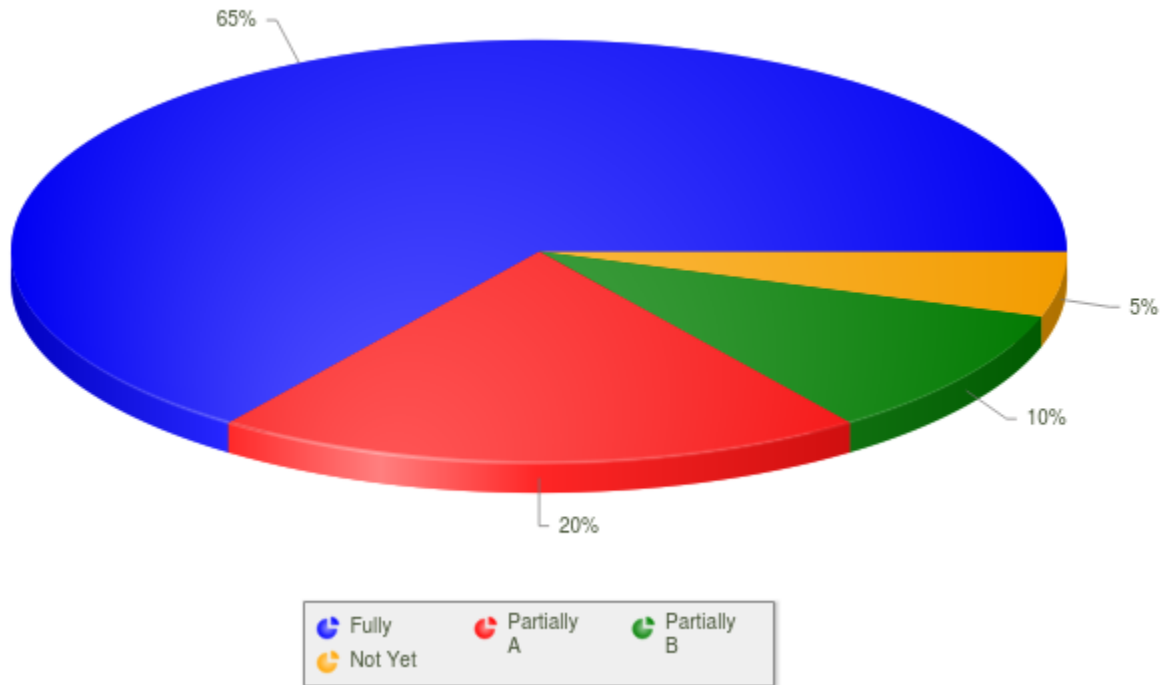
Special, electives and career technical education (CTE) teachers have regularly scheduled opportunities to consult with special education teachers and related service providers to implement strategies that support the learning of all SWDs in their classes.

Total/Percent from July 1st 2016 to June 30th 2017	SEL	%
1. Fully	7	35%
2. Partially A	5	25%
3. Partially B	4	20%
4. Not Yet	3	15%
Total	**19**	**100%**
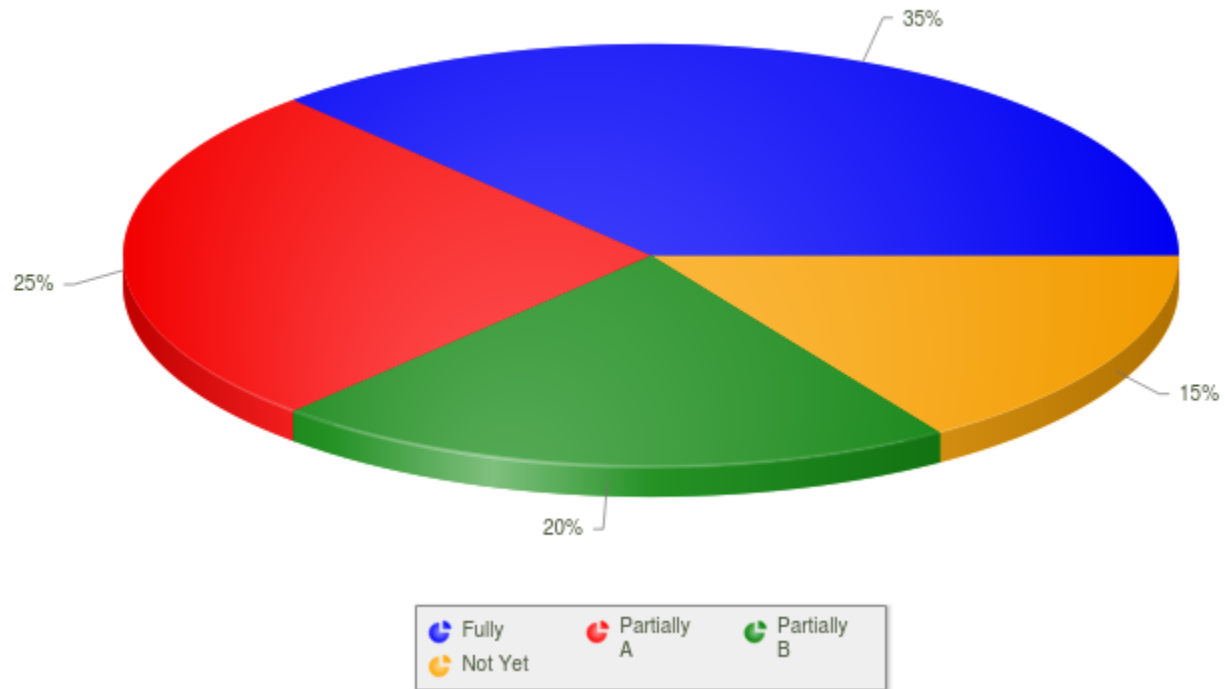
General and special education teachers use the Florida Standards as the foundation for instruction of all SWDs, including those with a significant cognitive disability.

Total/Percent from July 1st 2016 to June 30th 2017	SEL	%
■ 1. Fully	19	95%
■ 2. Partially B	1	5%
■ 3. Not Yet	0	0%
■ 4. Partially A	0	0%
Total	**20**	**100%**

95% — 0% 0% 5%

Fully   Partially B   Not Yet   Partially A
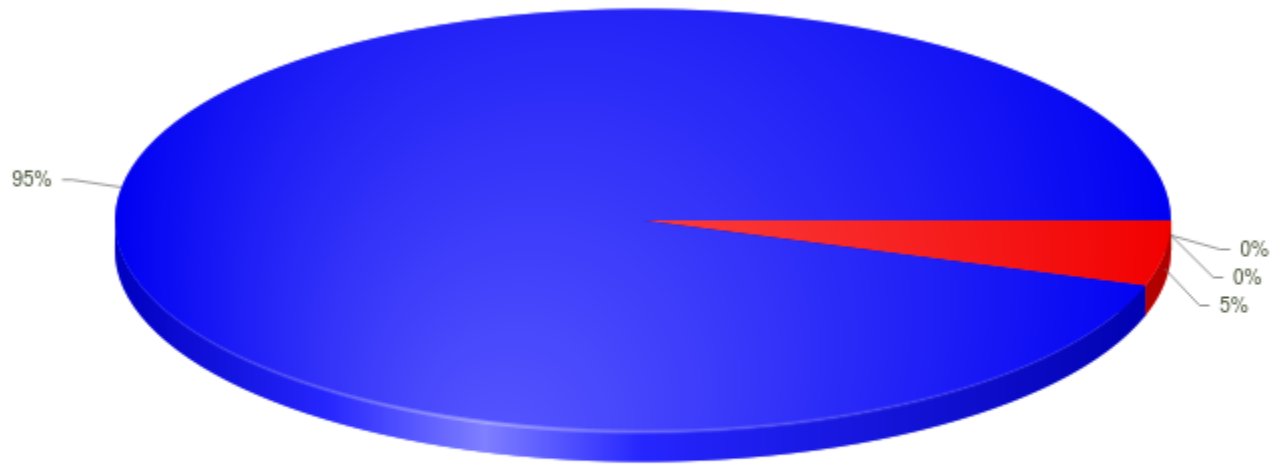
An MTSS and problem-solving process is consistently used by school personnel to ensure progress in the general education curriculum, across all grades and settings, for all students with and without disabilities.

| Total/Percent from July 1st 2016 to June 30th 2017	SEL	%
1. Fully	11	55%
2. Partially A	6	30%
3. Partially B	3	15%
4. Not Yet	0	0%
Total	20	100%
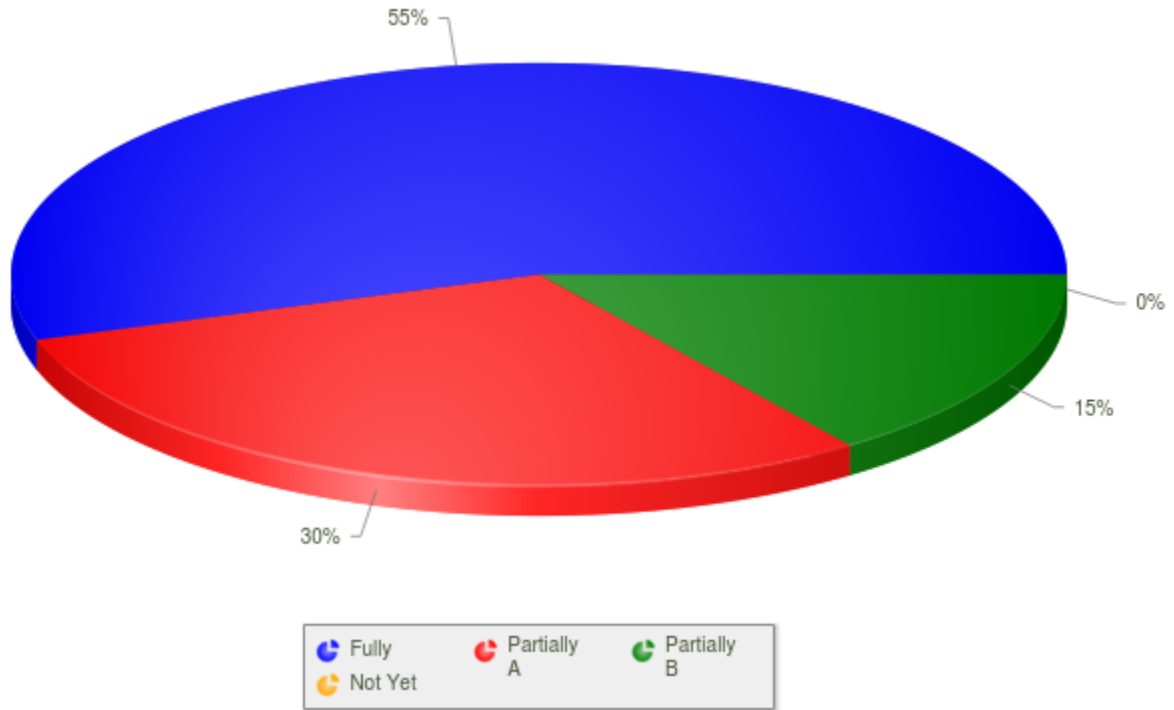
All instructional and related services personnel use formative assessment processes and tools to gather, analyze and evaluate data about effective instruction and behavior interventions for all students with and without disabilities in general education and natural contexts.

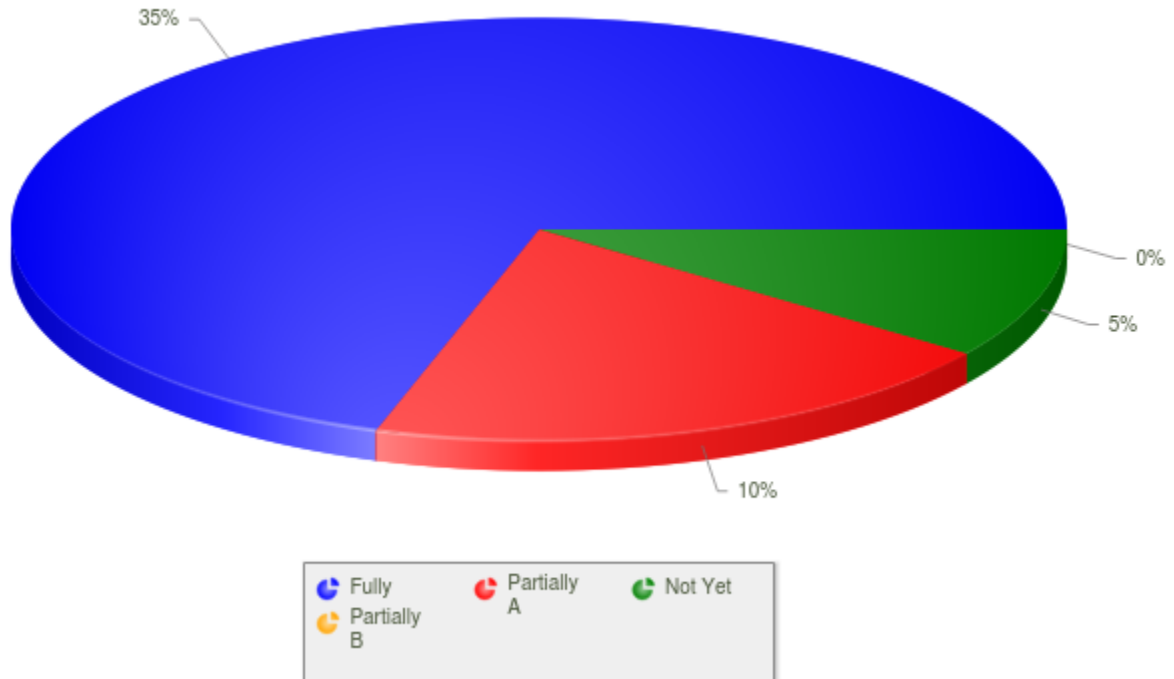| *Total/Percent from July 1st 2016 to June 30th 2017*	**SEL**	**%**
🟦 1. Fully	14	70%
🟥 2. Partially A	6	30%
🟩 3. Partially B	0	0%
🟧 4. Not Yet	0	0%
Total	**20**	**100%**
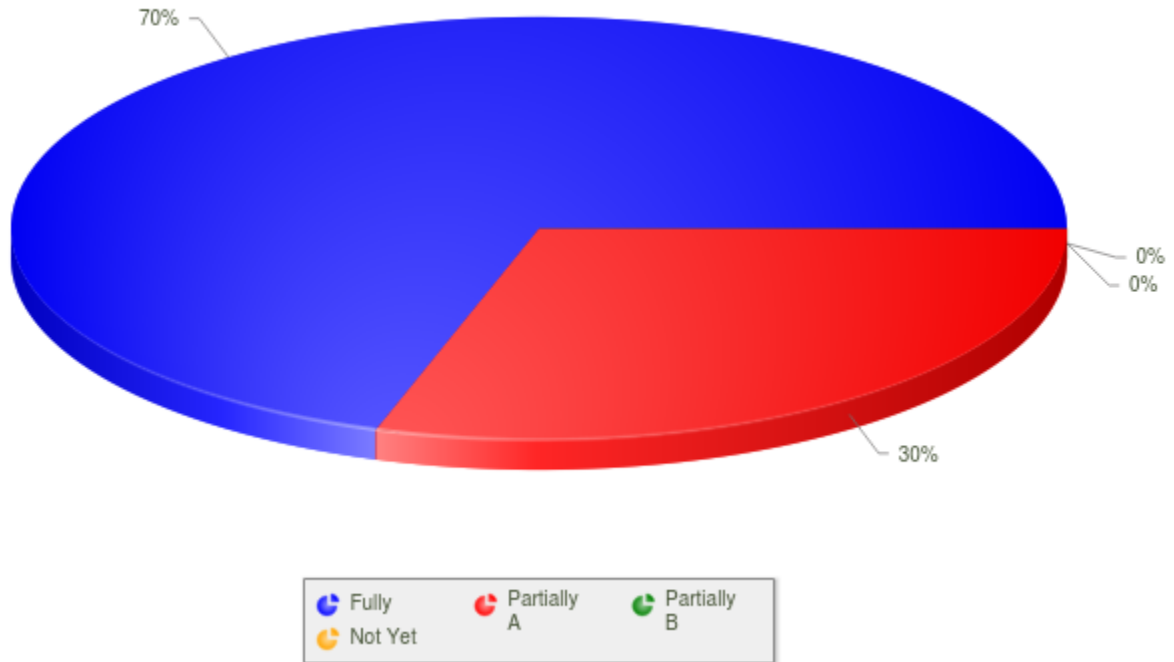
Teachers of SWDs who spend less than 80% of their day in general education classes use formative assessment data to identify effective instructional and behavioral interventions that, when implemented in general education and natural contexts, allow SWDs to make progress toward meeting IEP and learning goals.
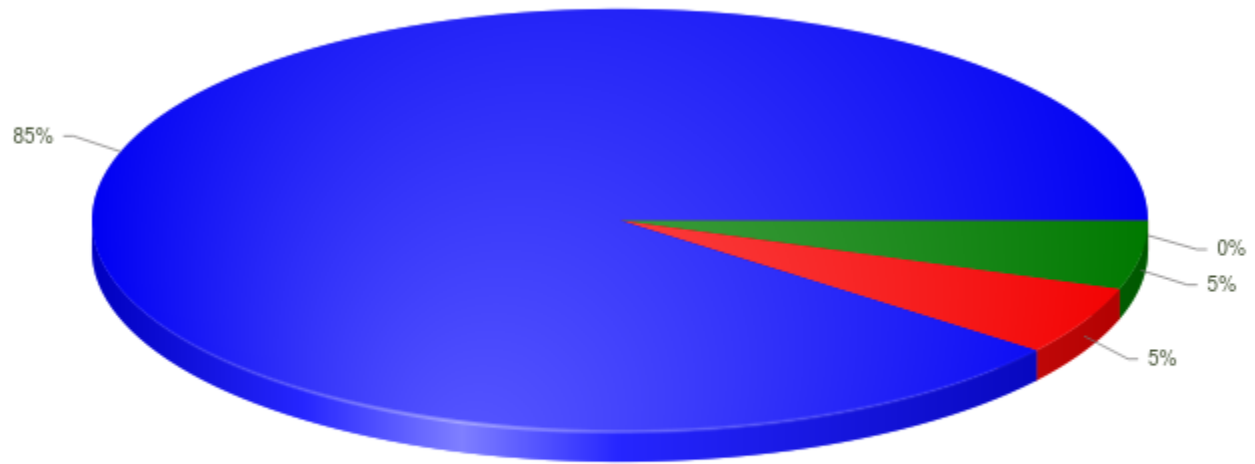
Total/Percent from July 1st 2016 to June 30th 2017	SEL	%
1. Fully	7	35%
2. Partially A	2	10%
3. Not Yet	1	5%
4. Partially B	0	0%
Total	**10**	**100%**

There is a schoolwide approach to facilitate positive, interdependent relationships and social responsibility among all students with and without disabilities across all general education and natural contexts.

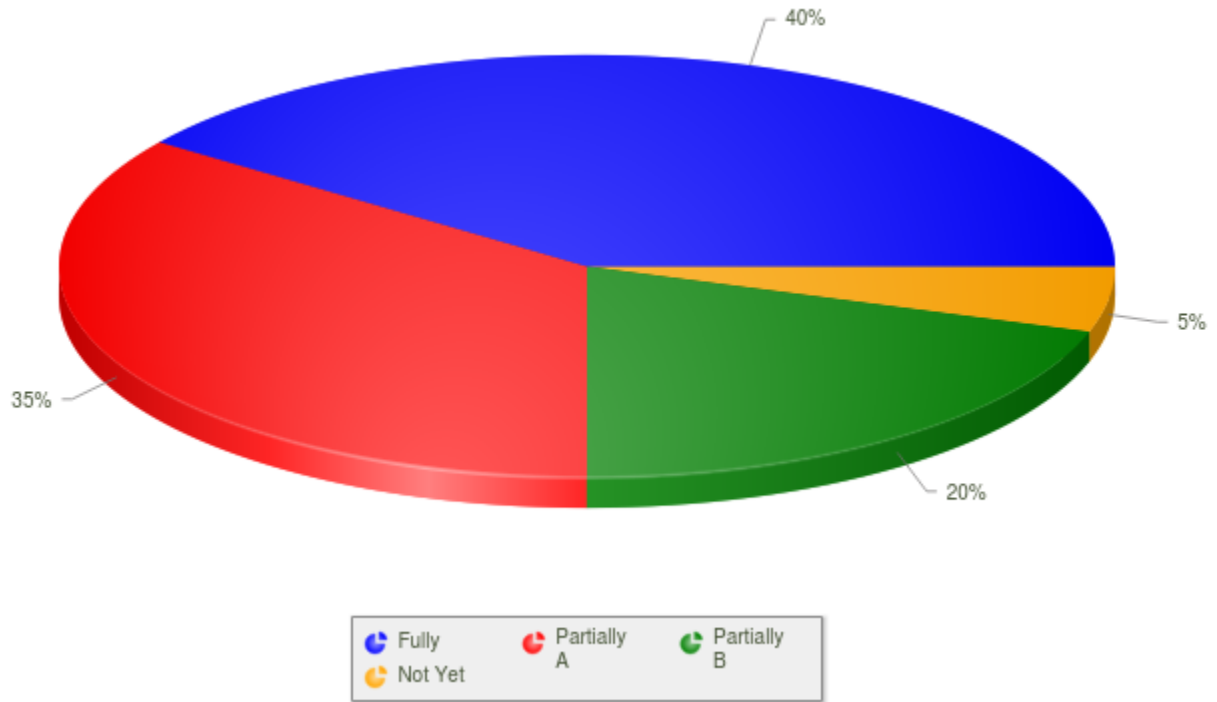| Total/Percent from July 1st 2016 to June 30th 2017	SEL	%
🟦 1. Fully	17	85%
🟥 2. Partially A	1	5%
🟩 3. Partially B	1	5%
🟧 4. Not Yet	0	0%
Total	**19**	**100%**

There is a schoolwide approach for planning and implementing UDL across all instructional and non-instructional school contexts.
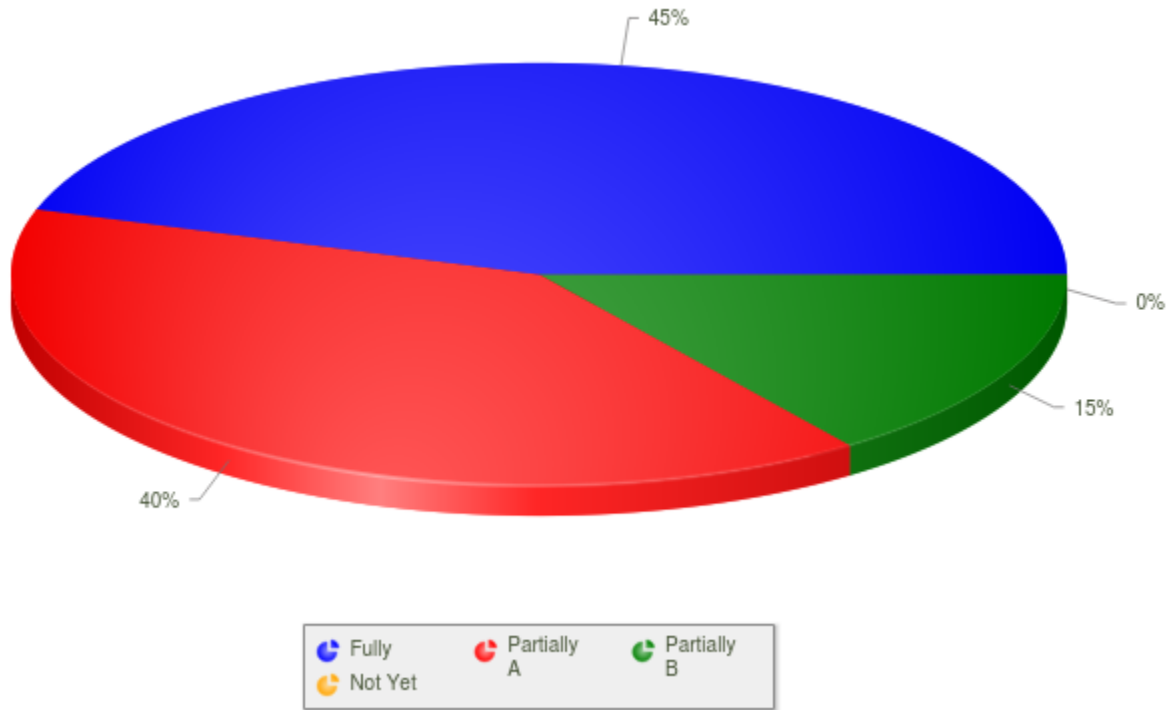
Total/Percent from July 1st 2016 to June 30th 2017	SEL	%
■ 1. Fully	8	40%
■ 2. Partially A	7	35%
■ 3. Partially B	4	20%
■ 4. Not Yet	1	5%
Total	20	100%

There are a variety of service delivery models in place, across all grade levels, to provide instruction and related services to SWDs in general education classes and natural contexts.

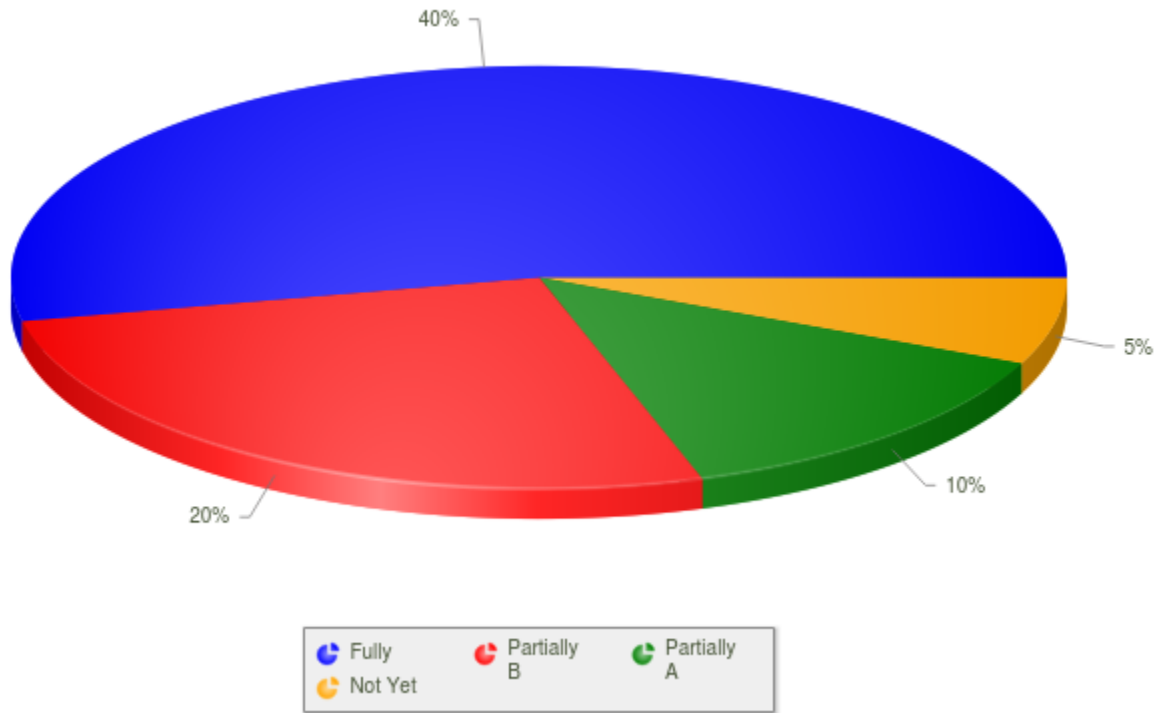| *Total/Percent from July 1st 2016 to June 30th 2017*	SEL	%
◼ 1. Fully	9	45%
◼ 2. Partially A	8	40%
◼ 3. Partially B	3	15%
◻ 4. Not Yet	0	0%
Total	**20**	**100%**

45%

0%

15%

40%

Fully   Partially A   Partially B   Not Yet

All paraprofessionals have received PD that includes clear descriptions of their work responsibilities and strategies for providing support to SWDs in general education classrooms and natural contexts.
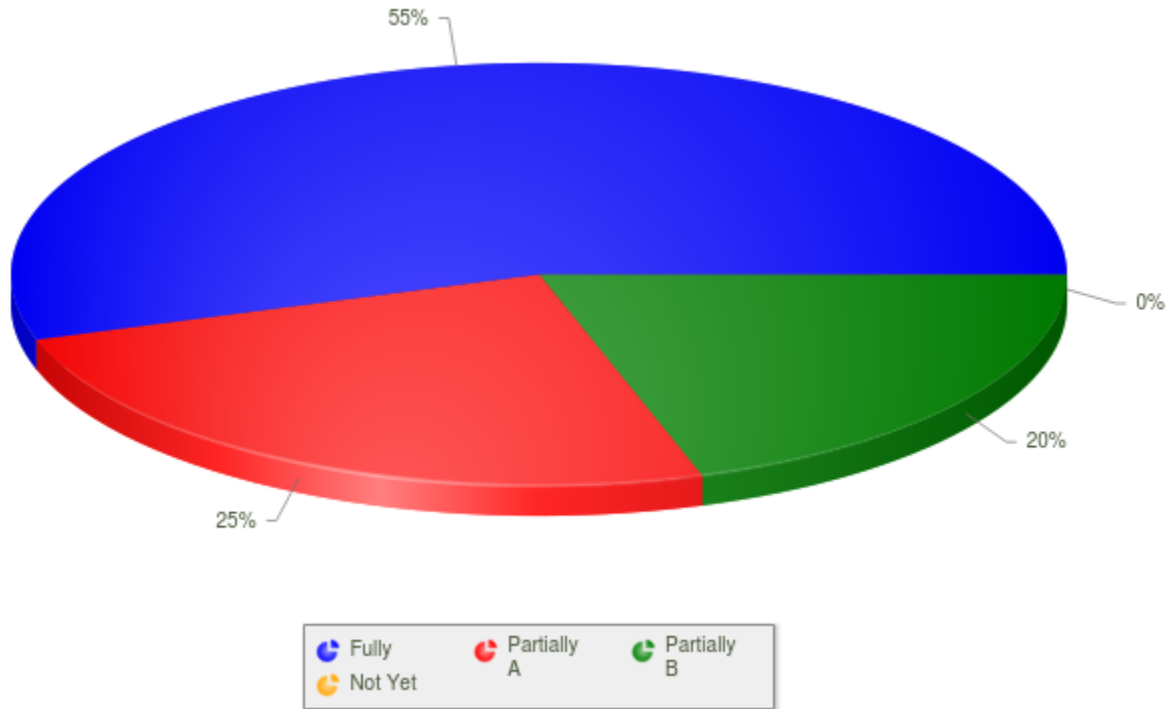
Total/Percent from July 1st 2016 to June 30th 2017	**SEL**	**%**
🟦 1. Fully	8	40%
🟥 2. Partially B	4	20%
🟩 3. Partially A	2	10%
🟧 4. Not Yet	1	5%
Total	**15**	**100%**

All special education teachers are full, collaborative members of a general education curriculum team.		
Total/Percent from July 1st 2016 to June 30th 2017	**SEL**	**%**
■ 1. Fully	11	55%
■ 2. Partially A	5	25%
■ 3. Partially B	4	20%
■ 4. Not Yet	0	0%
Total	**20**	**100%**

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.
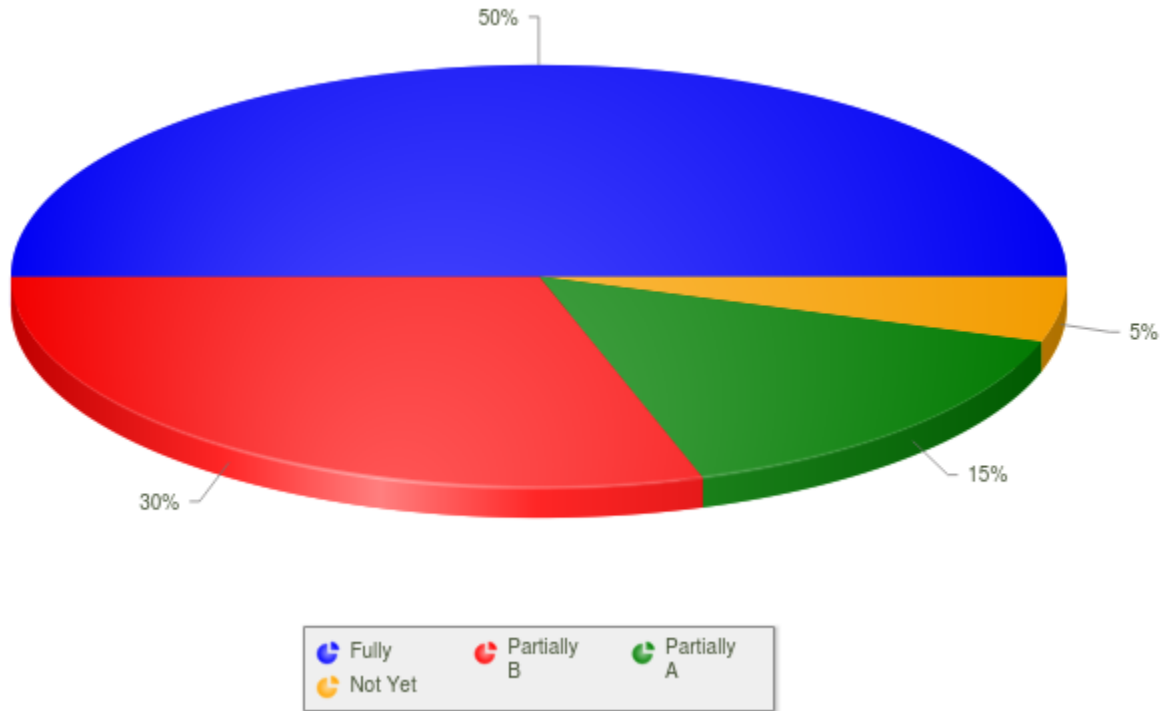
Total/Percent from July 1st 2016 to June 30th 2017	SEL	%
1. Fully	11	55%
2. Partially A	5	25%
3. Partially B	4	20%
4. Not Yet	0	0%
Total	20	100%
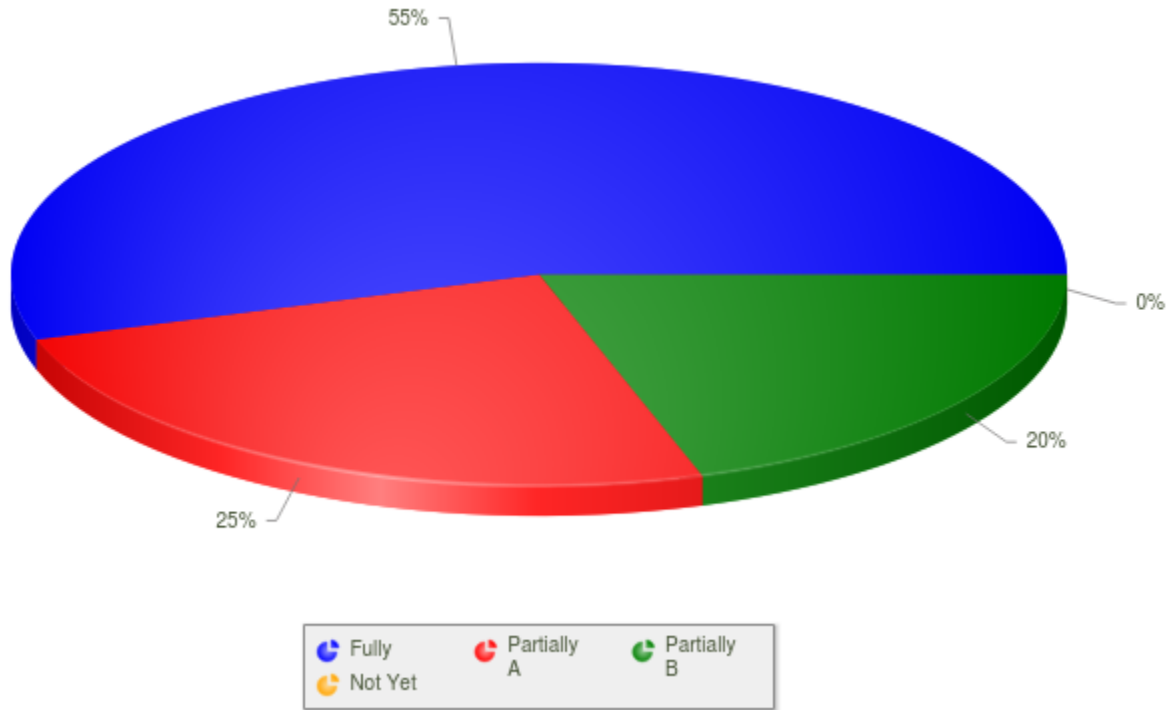
Family members of SWDs are contributing members of school decision-making groups.		
Total/Percent from July 1st 2016 to June 30th 2017	**SEL**	**%**
⬛ 1. Fully	10	50%
🟥 2. Partially B	6	30%
🟩 3. Partially A	3	15%
🟧 4. Not Yet	1	5%
Total	**20**	**100%**

Learning opportunities and resources are provided to families of SWDs as a result of needs assessments and student data.

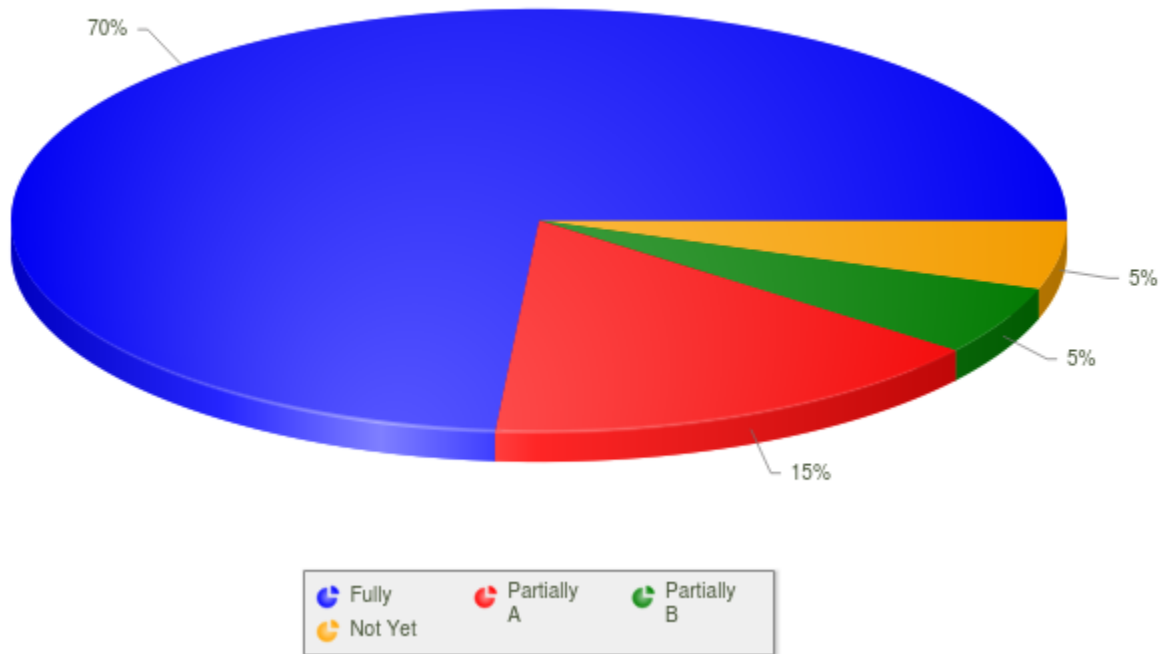| Total/Percent from July 1st 2016 to June 30th 2017	SEL	%
■ 1. Fully	11	55%
■ 2. Partially A	6	30%
■ 3. Partially B	3	15%
■ 4. Not Yet	0	0%
Total	**20**	**100%**
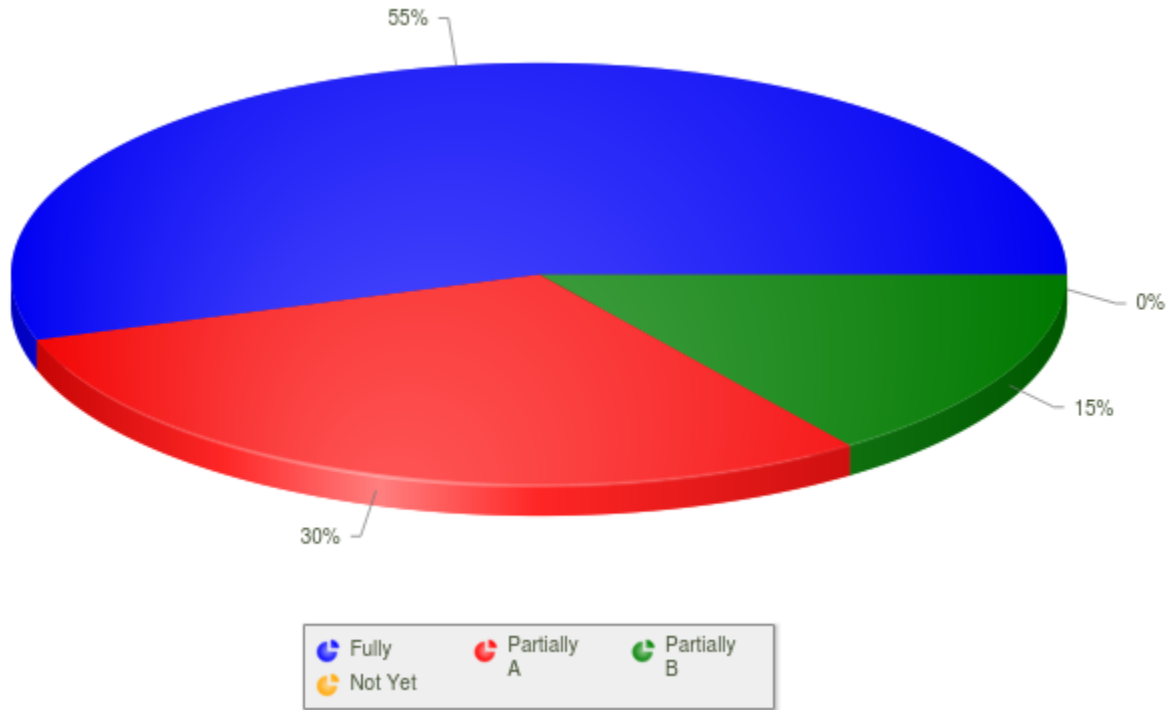
When communicating with families of SWDs, all personnel consider family members as a resource and obtain their input in planning and problem solving.

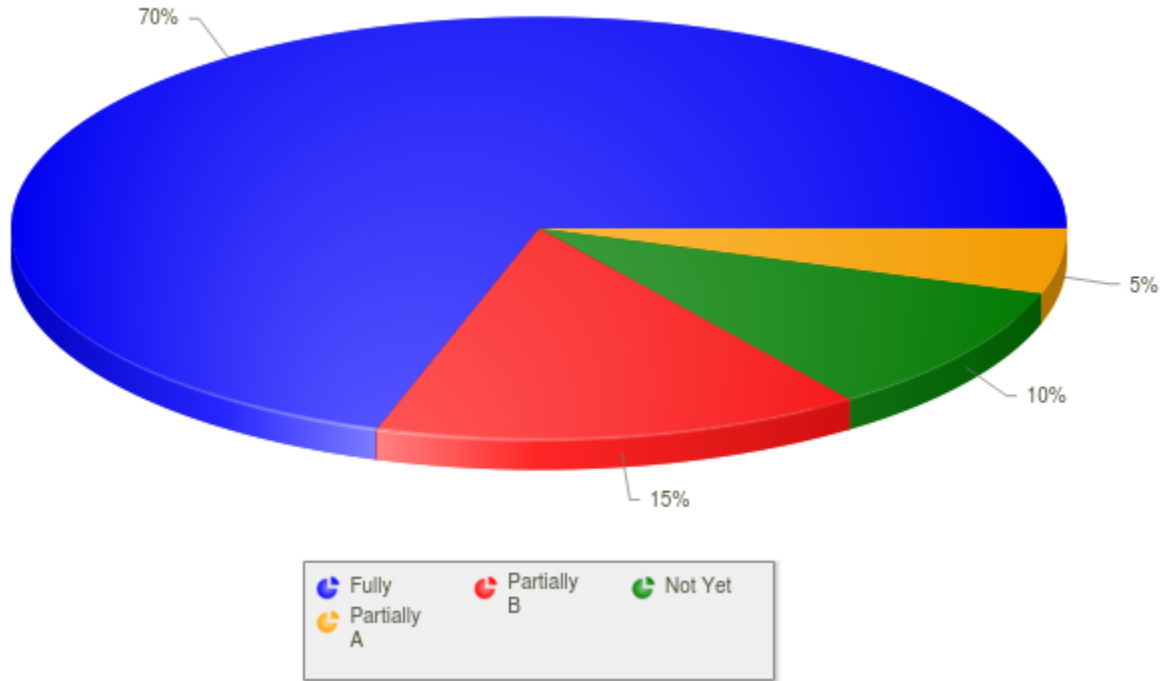| Total/Percent from July 1st 2016 to June 30th 2017	SEL	%
🟦 1. Fully	14	70%
🟥 2. Partially A	3	15%
🟩 3. Partially B	1	5%
🟧 4. Not Yet	1	5%
Total	**19**	**100%**

70%

5%

5%

15%

Fully   Partially A   Partially B   Not Yet

The SIP and subsequent reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.
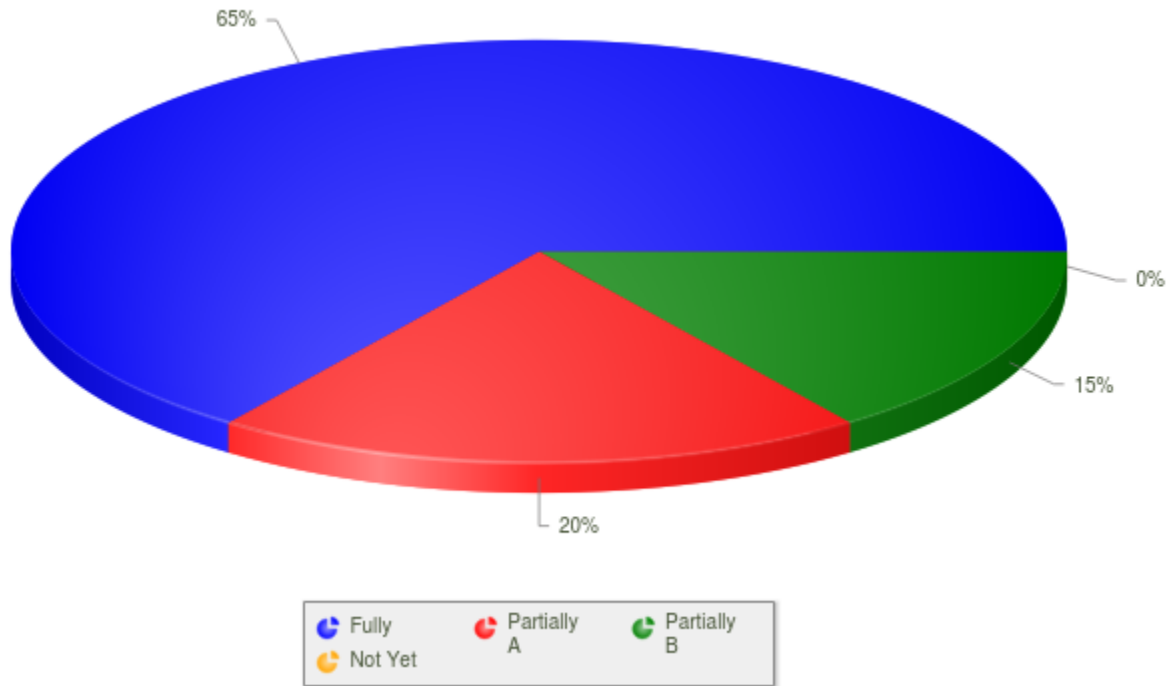
Total/Percent from July 1st 2016 to June 30th 2017	SEL	%
🟦 1. Fully	14	70%
🟥 2. Partially B	3	15%
🟩 3. Not Yet	2	10%
🟧 4. Partially A	1	5%
Total	20	100%

The school uses a person-centered planning process for SWDs.		
Total/Percent from July 1st 2016 to June 30th 2017	**SEL**	**%**
🟦 1. Fully	13	65%
🟥 2. Partially A	4	20%
🟩 3. Partially B	3	15%
🟧 4. Not Yet	0	0%
Total	**20**	**100%**

School uses a team decision-making process to ensure SWDs transition from grade to grade, school to school and district to district to ensure placement in the LRE.

Total/Percent from July 1st 2016 to June 30th 2017	SEL	%
🟦 1. Fully	13	65%
🟥 2. Partially A	5	25%
🟩 3. Partially B	1	5%
🟧 4. Not Yet	0	0%
Total	**19**	**100%**
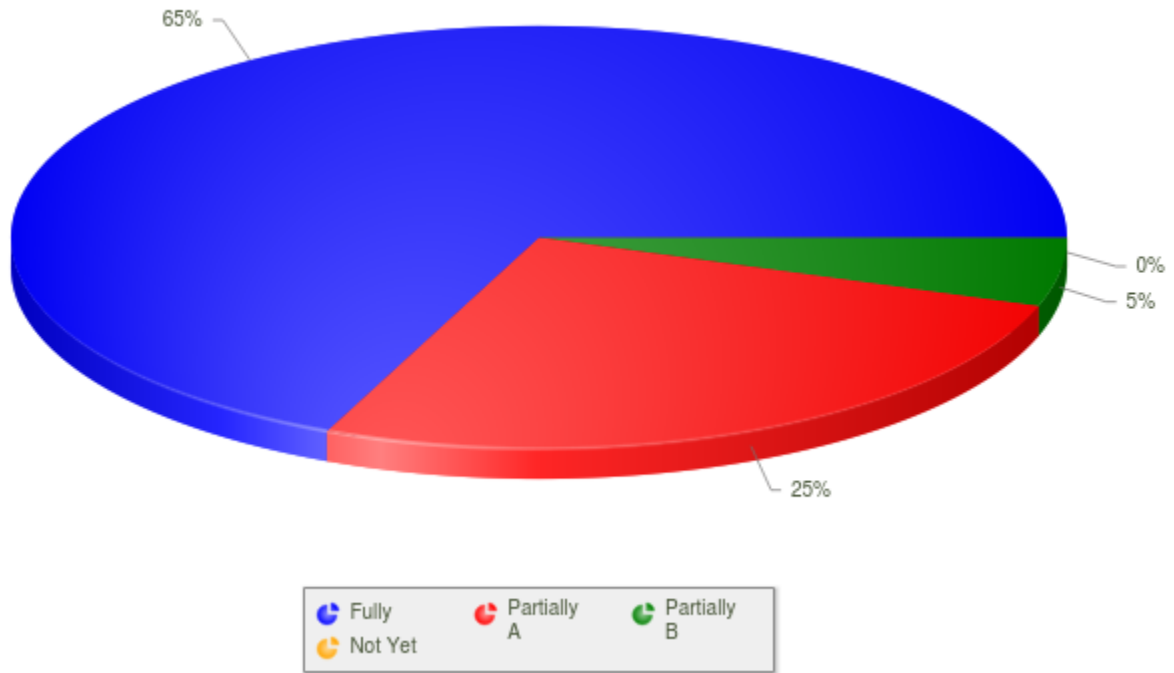
Based on your team's final indicator ratings, please specify your school's priority indicators by selecting them on the list below. When you have selected your priority indicators, please click on the "Save" button in the toolbar above and email your completed BPIE to your ESE administrator.

Total/Percent from July 1st 2016 to June 30th 2017

3158 note(s)