

SBPIE Assessment

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

ATTUCKS MIDDLE SCHOOL

District Name: Broward

MSID Number: 0343

Date Meeting Held: 10/8/2024

Initial Information

School Principal: Cassandra Adderley

School Type: Middle/Junior

FIN Trained Meeting Leader/Title: Fatima Williams, Assistant Principal

Team Members Name/Title:

Tamisha Washington- ESE Specialist

Fatima Williams- Administrator

Jose Carrillo- SVE Teacher

Magalie Severe- General Education Teacher

Domain I: Leadership and Decision Making

Indicator	Implementation Status	Data Sources/Supporting Evidence
1. The school analyzes data to identify current practices and remove barriers to providing educational services for all SWD in general education and natural contexts in every school.	Partially Almost	Professional Learning Communities School-Wide Data Dialogue Curriculum leaders meeting Ongoing classroom observations ESE team meetings (weekly) Faculty meetings
2. The school sets and monitors goals to implement and improve best practices for educating students with disabilities in general education classrooms and natural settings using the School BPIE Assessment results.	Partially Beginning	Curriculum leaders meeting Schools' website MTSS process Family Surveys
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for educating all students with disabilities in general education and natural contexts.	Fully	PLC minutes Curriculum leaders meeting ESE Specialist

<p>4. School administrators follow district guidelines for all SWD to have the same school choice options as their peers without disabilities.</p>	<p>Partially Almost</p>	<p>Request for ESE District support to assist SWDs</p> <p>ESE Specialist transition meetings</p> <p>School visits</p> <p>Rosters of SWDs in school zone by program</p>
<p>5. School data reflect that SWD, regardless of their exceptionality, receive their education and related services in age- and grade appropriate general education classes, to the maximum extent appropriate.</p>	<p>Partially Beginning</p>	<p>LRE Data:</p> <p>Percentage of students participating in the regular class while spending 80% or more of the school week with nondisabled peers in their least restrictive environment.</p> <p>Separate class %</p> <p>Special Day School %</p> <p>Other Separate Environment %</p> <p>Resource room (Learning Strategies) %</p> <p>Master Schedule</p> <p>Tutoring</p> <p>Hispanic Unity</p> <p>Support Facilitator Caseloads and Schedules</p> <p>School Wide Community Recruitment</p>

<p>6. Data shows that the majority of SWD, ages 3–5, receive special education and related services in the regular early childhood (preschool) classes with peers without disabilities. *Schools with early childhood (preschool) programs only.</p>	<p>No Pre-K</p>	
<p>7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first.</p>	<p>Fully</p>	<p>School emergency plan for students SWDs and mobility issues/ Procedures and zone rosters</p> <p>Safe Team</p> <p>Teacher rosters</p> <p>PLCs</p> <p>Faculty meetings</p> <p>Curriculum leaders meeting</p> <p>Student handbook and expectations</p> <p>School's website/ monthly newsletters</p>

<p>8. School administrators inform staff of resources to apply best practices for teaching students with disabilities in general education classrooms and natural contexts.</p>	<p>Partially Almost</p>	<p>MTSS</p> <p>IDEA Personnel</p> <p>Secondary Student Support Model (SSSM Model)</p> <p>Support Facilitators</p> <p>Teacher Assistants</p> <p>Progress monitoring through iReady and other assessments</p> <p>Assistive technology implemented as needed (Immersive reader, etc.)</p> <p>PLCs</p> <p>Department Meetings</p>
<p>9. School administrators expect all staff to use person first language in all written and verbal communications.</p>	<p>Partially Almost</p>	<p>Data reports</p> <p>Meeting Agendas</p>
<p>10. School administrators use job interview questions that assess applicants' knowledge and respect for differences in student learners and best practices for SWD, as applicable to the position.</p>	<p>Not Yet</p>	<p>Interview questions used during interviews for both instruction and non-instructional staff.</p>

<p>11. School administrators communicate with district departments to ensure that all SWD arrive and leave school at the same time and place as other students, unless their IEP indicates a shortened school day.</p>	<p>Fully</p>	<p>Transportation schedules and rosters IEPs (Special circumstances section) Fieldtrip Roster (J.A. Finance) Dismissal schedule for bus riders Filed Trips/Extracurricular Activities and students with disabilities (S.B. Policy 6310)</p>
<p>12. The school ensures SWD have the same opportunities as other students to participate in all schoolsponsored activities, like electives, sports, dances, clubs, field trips, plays, community service, and graduation events.</p>	<p>Partially Almost</p>	<p>Assistive Technology property passes Extracurricular rosters Assembly e-mail recipient list</p>
<p>13. The school ensures all SWD are given equal consideration for honors, awards and other designations offered by schools.</p>	<p>Partially Almost</p>	<p>School Chapter of the National Junior Honor Society roster Award and recognition recipients AMS Morning/Afternoon announcements AMS TV</p>
<p>14. School administrators identify professional learning (PL) and technical assistance (TA) needed to implement best practices for educating SWD in general education and natural contexts.</p>	<p>Partially Almost</p>	<p>Ongoing classroom observations Dept level meetings and PLCs Curriculum leaders meeting BrIDGES Teacher data chats</p>

<p>15. The school provides opportunities for ongoing job-embedded professional learning (PL) for all school-based personnel, as appropriate for their job role, on best practices for educating all students with disabilities in general education and natural contexts.</p>	<p>Partially Beginning</p>	<p>PLC agendas and sign-in sheets</p> <p>PBIS</p> <p>Collaboration between general education and teachers/staff of students with disabilities</p>
<p>16. The school provides opportunities for ongoing job-embedded technical assistance (TA) is provided for all school-based personnel, as appropriate for their job role, on best practices for educating all students with disabilities in general education and natural contexts.</p>	<p>Partially Beginning</p>	<p>School professional development plan</p> <p>PLCs</p> <p>PBIS</p>
<p>17. School administrators ensure collaborative planning time is included in staff schedules.</p>	<p>Not Yet</p>	<p>Common planning for special education staff</p> <p>Teacher/Staff schedules</p> <p>Common planning, PLC, and PD agendas and sign-in/sign-out sheets</p> <p>Lesson Plans</p> <p>Master Schedule- Common Planning</p>

Domain II: Instruction and Student Achievement

Indicator	Implementation Status	Data Sources/Supporting Evidence
18. The school provides opportunities for special, elective, and career technical education (CTE) teachers to regularly meet with special education teachers and related service providers to support the learning of all SWD.	Partially Beginning	<p>OT student goals in their IEP</p> <p>Related service providers consultation time</p> <p>District AT Program Specialist provides training on the use of AT devices and tools</p> <p>AT training agenda, notes, presentation, and sign-in sheets</p>
19. General and special education teachers use the academic achievement standards as the foundation for instruction of all SWDs, including those with the most significant cognitive disability.	Fully	<p>Lesson plans</p> <p>IEP goals, objectives, and accommodations</p> <p>PLCs</p> <p>Curriculum leaders meeting</p> <p>Data chats</p>
20. School staff consistently implement an MTSS and problem-solving process to ensure all students, with and without disabilities, make progress in the general education curriculum across all grades and settings.	Partially Beginning	<p>RTI weekly meeting schedules and agenda</p> <p>Professional development plan</p> <p>PTA/SAC meetings</p> <p>The development of Functional Behavior Assessments</p> <p>Schoolwide PBIS plan</p>

<p>21. The school uses an intentional approach to gather, analyze, and evaluate data to determine the effectiveness of instructional and behavioral interventions for all SWD.</p>	<p>Fully</p>	<p>Collaboration logs</p> <p>PLP google forms</p> <p>Assessment data</p> <p>IEP meeting agendas and notes</p> <p>FBA and BIP implementation and data collection tools</p> <p>Curriculum leaders meeting</p> <p>PLCs</p> <p>Classroom assessment data</p> <p>Progress Monitoring</p>
<p>22. The school ensures teachers of SWD who spend less than 80% of their day in general education classes use formative assessment data to find effective teaching and behavior strategies to support SWD progress toward their IEP goals.</p>	<p>Partially Almost</p>	<p>Functional Behavior Assessments</p> <p>Behavior plans</p> <p>Student schedules</p> <p>Support facilitator service logs</p> <p>iReady data</p> <p>DAR</p>
<p>23. There is a school-wide approach to facilitate positive, interdependent relationships among all students with and without disabilities across all general education and natural contexts.</p>	<p>Partially Almost</p>	<p>School counselor's schoolwide programs</p> <p>ReThink Education</p> <p>Peer counselors</p> <p>MTL</p> <p>Character education program</p>

<p>24. There is a school-wide approach for planning and implementing instruction to ensure that all students have opportunities to engage with learning in general education classrooms and natural contexts.</p>	<p>Partially Beginning</p>	<p>Ongoing classroom observations</p> <p>Lesson plans</p> <p>Documentation of assistive technology that is being used in student's IEP</p> <p>Visual schedules</p> <p>Accommodation checklists and logs</p> <p>Department level and PLC agenda and notes</p> <p>Curriculum leaders meeting</p>
<p>25. The school has a variety of service delivery models in place, across all grade levels, to provide instruction and related services to SWD in their least restrictive environment to the maximum extent appropriate.</p>	<p>Not Yet</p>	<p>Service delivery models documented in IEP</p> <p>Student schedules</p> <p>Classroom observations</p>
<p>26. The school ensures all paraprofessionals have received PL that includes clear descriptions of their work responsibilities and strategies for providing support to SWD in their least restrictive environment.</p>	<p>Not Yet</p>	<p>Paraprofessional schedules</p> <p>Paraprofessional job description</p>

Domain III: Communication and Collaboration

Indicator	Implementation Status	Data Sources/Supporting Evidence
27. The school ensures that all special education staff are recognized as essential, collaborative members of the general education team.	Not Yet	Support facilitation collaboration logs Curriculum/department meeting Interdisciplinary PLCs
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.	Not Yet	Master Schedule- Common Planning Teacher lesson plans Classroom observations
29. The school ensures that family members of SWD are contributing members of school decision-making groups.	Partially Almost	ESE parent survey SAC and PTA member rosters, sign-in sheets, and meeting notes

<p>30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.</p>	<p>Partially Beginning</p>	<p>School climate survey samples and results</p> <p>School newsletter and website</p> <p>Artifacts in other languages other than English (Family Empowerment Scholarship, etc.)</p> <p>IEP meetings Curriculum family nights</p> <p>SAC/SAF meetings</p> <p>Title 1 survey</p>
<p>31. The school ensures all school personnel invite families to provide valuable input in planning and problem-solving.</p>	<p>Fully</p>	<p>Parent Input form</p> <p>IEP required team member list</p> <p>IEP meeting agenda</p> <p>Family input obtained and documented during IEP meetings</p> <p>Parent contact/phone logs</p>
<p>32. The school provides regular reports on the progress of implementing best practices for SWD with families, school district staff, and community members.</p>	<p>Not Yet</p>	<p>Annual summary report of BPIE priority indicators</p> <p>Open house agenda and shared documents</p> <p>School-wide data overview during opening of schools' meetings</p>

<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Partially Almost</p>	<p>IEP meetings Matriculation meetings (face-to-face) Transition planning Student transition assessments, results, and activity logs Self-determination checklist</p>
<p>34. School leaders use a team decision-making process to ensure all SWD progress from grade to grade, school to school, and district to district, maintaining the least restrictive environment.</p>	<p>Fully</p>	<p>Transition meetings (face-to-face) Incoming/ Outgoing student rosters IEP meetings Matriculation school-visits/orientations Camp Eagle</p>

School BPIE Assessment Priority Indicators

ATTUCKS MIDDLE 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 15. The school provides opportunities for ongoing job-embedded professional learning (PL) for all school-based personnel, as appropriate for their job role, on best practices for educating all students with disabilities in general education and natural contexts.
- Indicator 17. School administrators ensure collaborative planning time is included in staff schedules.