

## **SBPIE Assessment**

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

**HARBORDALE ELEMENTARY SCHOOL**

**District Name: Broward**

**MSID Number: 0491**

**Date Meeting Held: 10/16/2024**

## Initial Information

**School Principal:** JENNIFER WOERTZ-KASHDIN

**School Type:** Elementary

**FIN Trained Meeting Leader/Title:** Antonette Holtel, ESE Liaison

**Team Members Name/Title:**

Lauren Gordon, AP

Nicole Ferraro, Literacy Coach

Kindria Samuels, Parent

Brianna Graham, Teacher

Suzie Hicks, ESE Support Facilitator

Laura Holt, School Social Worker

Catherine Poindujour, School Psychologist

Vicky Bureau, School Counselor

**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.	Fully	FAST PM Score, iReady Diagnostic scores, monthly STAR assessments, Marzano classroom evaluation data
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 Almost	Inclusive schools champion teacher share in professional development. Sharing SIP plan at monthly SAC/SAF meetings.
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	Antonette Holtel, ESE Specialist  Weekly team planning meetings with staff.  Monthly updates at faculty meetings.  Monthly updates to all stakeholders at SAC/SAF.
4. School administrators follow district guidelines for all SWD to have the same school choice options as their peers without disabilities.	Fully	Collaboration with District staff and ESE staff to ensure educational services are provided for all. Collaboration with feeder schools in the area.
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.	Fully	Evidenced by our ESE provider schedules.  Evidenced by our master schedule to reflect GenEd classroom time.  100% of students are placed in the least restrictive environment.

<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.  <b>*Schools with early childhood (preschool) programs only.</b></p>	<p>Not Yet</p>	<p>No Pre-K at this site</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>Evidenced by heterogenous grouped classes and paraprofessional schedules.   Administrators communicate information via Ship to Shore, monthly team leader meetings, and support staff meetings.</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>Fully</p>	<p>Supplemental trainings for all ESE staff.   Supplemental materials located in central resource room.   Curriculums are evidence-based programs that meet the needs of SWD.   Weekly planning meetings with all staff that are vertically aligned.</p>
<p>9. School administrators expect all staff to use person first language in all written and verbal communications.</p>	<p>Fully</p>	<p>School documents reflect person first language in written and verbal communications.</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>Fully</p>	<p>Sample interview questions.</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 is aligned to their IEP.  Buses arrives and depart at the same time for morning and afternoon dismissal with the knowledge of necessary transportation for SWDs.</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>Fully</p>	<p>All students have the opportunity to participate in school clubs and activities.</p>
<p>13. The school ensures all SWD are given equal consideration for honors, awards and other designations offered by schools.</p>	<p>Fully</p>	<p>Monthly Kids of Character program and recognition.  All students receive honors and awards at the end of year ceremonies for behaviors as well as academics.</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>Fully</p>	<p>Administration analyzes data through the TIDE portal, iReady portal and STAR monthly testing.  Administration holds weekly data meeting with grade level teams.</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>Fully</p>	<p>Grade level teams meet weekly to review best practices.</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>Fully</p>	<p>Professional development team coordinates activities related to needs assessments.</p> <p>ESE Specialist and Curriculum Coach oversees and provides school wide and support through coaching and collaborative teaching models.</p>
<p>17. School administrators ensure collaborative planning time is included in staff schedules.</p>	<p>Fully</p>	<p>School-wide master schedule provides daily and collaborative planning time.</p> <p>Monthly PLCs hosted by the PD team.</p> <p>Monthly team meeting agendas and log of minutes.</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.	Fully	ESE teachers provide monthly updates through collection data and documentation of lesson plans. Special teachers have SWDs in classroom and consult with support facilitators through weekly team meetings.
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	All IEP goals and objectives for all SWD are aligned to general education standards and is evident lesson plans.
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.	Fully	Weekly RTI meetings are scheduled to review intervention in academics and behavior. School rules and procedures posted through the school for all students to see as part of the School-Wide Positive Behavior Plan.
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.	Fully	General education teachers collaborate with ESE Specialist, Support Facilitators, and other related services personnel to use a variety of data collection tools.
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.	Fully	Teachers of students in resource classrooms use formative assessment data through the use of iReady to increase time SWDs receive instruction in general education classes.

<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>Fully</p>	<p>The school uses Zones of Regulation and Sanford Harmony to address the following: social peer support, social and community inclusion, anti-bullying, conflict mediation, student problem solving, character education, and community projects.</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>Fully</p>	<p>Teachers differentiate instruction with the use of UDLs and technology allow multiple means of expression and engagement. Lessons are presented in several formats.</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>Fully</p>	<p>Related services are provided, as appropriate, in general education classes.</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>Partially Almost</p>	<p>Paraprofessionals attended a training on positive behavior strategies to help with their work responsibilities. Monthly meeting to communicate with administrator about responsibilities and concerns they have.</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.	Fully	Special and general education teachers meet regularly to share information on curriculum and individual student support needs during weekly team meetings.
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	Teachers identify and discuss various roles during lesson planning process. Teachers determine appropriate accommodations using data.
29. The school ensures that family members of SWD are contributing members of school decision-making groups.	Fully	School administration actively recruit family members of SWDs to participate in school decision-making groups, including the School Advisory Council, through weekly email communications. Many parents of SWD are active members of our parent group.
30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.	Fully	Data is gathered from families via surveys, interviews, focus groups, suggestions from the Harbordale Parent Association and teacher/parent communication. We send out emails and do calls to parents inviting them to Parent University for Focus.
31. The school ensures all school personnel invite families to provide valuable input in planning and problem-solving.	Fully	Team/department meeting notes reflect family input on developing educational, behavioral, and/or social strategies for their children.

32. The school provides regular reports on the progress of implementing best practices for SWD with families, school district staff, and community members.	Fully	SAC, HSA Meetings
33. The school uses a person-centered planning process for SWD.	Fully	Lunch bunch, Sanford Harmony, SEL learning, Peace Rangers, Peer Mentoring, tutoring peers.
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.	Fully	Vertical planning between teachers from school to school sharing information and effective instructional or behavioral supports for individual students. Middle school information nights for schools in our feeder zone.

## **School BPIE Assessment Priority Indicators**

HARBORDALE 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 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.
- Indicator 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.