SBPIE Assessment

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

HOLLYWOOD HILLS ELEM. SCHOOL

District Name: Broward

MSID Number: 0111

Date Meeting Held: 11/18/2024

Initial Information

School Principal: Christine Ringler

School Type: Elementary

FIN Trained Meeting Leader/Title: Mary Gerber, ESE Liaison

Team Members Name/Title:
Mrs. Gerber ESE Specialist
Mrs. I. Forman ESE Support Facilitator
Mrs. Rivera Assistant Principal
Mrs. Pacheco Literacy Coach and and a family member of a student without disabilities
Mrs. Turner Guidance 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	RTI, FAST/STAR Scores, PLCs, Data Chats
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.	Fully	School Improvement Plan, BPIE, RTI, FAST/STAR Scores, PLCs, Data Chats
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	ESE Specialist, ESE Support Facilitator, ASD Coach, SLPs
4. School administrators follow district guidelines for all SWD to have the same school choice options as their peers without disabilities.	Fully	Student enrollment data/demographics, Open for school tours, ASD Special Program classes, Kindergarten Roundup
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	86% of SWDs, including those with significant disabilities, are scheduled into general education classes 80% or more of the day.
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.**	No Pre-K	

7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first.	Fully	Data Chats, PLC Meeting, ESE Meetings, ESE Support Facilitator Collaboration meetings with Gen Ed and Specials teachers, in house trainings working SWD's
8. School administrators inform staff of resources to apply best practices for teaching students with disabilities in general education classrooms and natural contexts.	Fully	RTI, Data chats, PLCs, District PD, ASD PD, SIPS, Reading Horizons, MIDIS, Benchmark Advanced Intervention, Core Connections Writing, Touch Math, Key Math
9. School administrators expect all staff to use person first language in all written and verbal communications.	Partially Almost	Teacher and family resources, Staff handbook, Weekly Newsletter, job interview questions reflect the use of person first language
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.	Fully	ESE Interview Questions, observations, staff meetings, Marzano Evaluations
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.	Fully	School Map Field Trip Packets Emails requesting changes to bus schedules
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.	Fully	Master Schedules Individual Class Schedules Inclusion Schedules

13. The school ensures all SWD are given equal consideration for honors, awards and other designations offered by schools.	Fully	Honor Roll Reading Across Broward AR Wall of Fame Citizen of the Month BUG Bringing Up Grade Award Student Council Safety Patrol
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.	Fully	Promoting ESE Courses in LAB School Improvement Plan PLCs In House PD
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.	Fully	In House/District PD's PLC's Teacher Trainings ESE Meetings
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.	Fully	IEP Meetings In House/district PD PLC Meetings
17. School administrators ensure collaborative planning time is included in staff schedules.	Fully	Master Schedule ESE Schedule Teacher Lesson Plans PLCs

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	Teacher Schedules Lesson Plans Collaboration Meetings with ESE team PLC In house/district PD's
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	Lesson Plans Data Chats Walk Throughs Observations PLC's
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	RTI Data Chats School Wide PBIS FBA/BIP PD In house/district PD
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	Sample of Individual Behavior Plans RTI Meeting Notes FBA/BIP data collection IEP Meetings
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.	Partially Almost	Data Chats Ongoing Progress Monitoring Data RTI Meeting Notes IEP Progress Reports

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.	Fully	Guidance Counselor Kid of Character Citizen of the Moth SEL Push in groups Anti Bullying/Character education program SAFE Club
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.	Partially Almost	Classroom Observations Lesson Plans In house/District PD
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.	Fully	Class roster Master Schedule Observations ESE Schedule Inclusive Scheduling
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.	Fully	PD In-house and/or district training and attendance log Individual Para Guidelines Individual Para Schedules

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	PLC Team Meeting Notes ESE Collaboration Check Ins attendance IEP Meetings attendance
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	ESE Consultation/Collaboration Check ins Lesson Plans IEP Meetings PLC Notes
29. The school ensures that family members of SWD are contributing members of school decision-making groups.	Fully	School Improvement Plan BPIE PTA Meeting Notes SAC Meeting Notes
30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.	Fully	Parent Nights Curriculum Night Flyers Emails Newsletters IEP Meetings
31. The school ensures all school personnel invite families to provide valuable input in planning and problem-solving.	Fully	IEP Meeting Notes Parent Teacher Conference Forms School Website Flyers
32. The school provides regular reports on the progress of implementing best practices for SWD with families, school district staff, and community members.	Fully	School Improvement Plan BPIE

33. The school uses a person-centered planning process for SWD.	Partially Almost	IEP Meetings Meet and Greet Agendas ESE Consultation Check In IEP Goals
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	ESE Team Meetings Matriculation Meetings IEP Meetings

School BPIE Assessment Priority Indicators

HOLLYWOOD HILLS ELEM. 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 9. School administrators expect all staff to use person first language in all written and verbal communications.
- Indicator 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.