

SBPIE Assessment

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

NORCREST ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 0561

Date Meeting Held: 9/11/2024

Initial Information

School Principal: Maximo Castillo

School Type: Elementary

FIN Trained Meeting Leader/Title: Nakia Liggins, FIN Facilitator

Team Members Name/Title:

Katherine Kusmich - ESE Specialist, FIN

Maximo Castillo- Principal

Daisy Menendez - AP

Julie VanHoose- Literacy Coach

Jennifer Morales - Science coach

Whitney Hunt - SIP, parent

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	Data chats, IReady, CPST
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	Data chats, Administrative coaches 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	ESE Specialist, Autism Coach, grade level teams and Administration meet to monitor implementation
4. School administrators follow district guidelines for all SWD to have the same school choice options as their peers without disabilities.	Fully	Flyers, website, parent links, tours
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.	Partially Almost	Scheduling, inclusive with Specials, recess, and lunch. Some are inclusive in the General education classroom.
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.	Not Yet	We only have ESE PK programs. No general education PK.
7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first.	Fully	Faculty meetings, emails and team meetings

8. School administrators inform staff of resources to apply best practices for teaching students with disabilities in general education classrooms and natural contexts.	Fully	Resources are allocated for materials, curriculum, and training
9. School administrators expect all staff to use person first language in all written and verbal communications.	Partially Almost	Faculty meetings, PLCs
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	Interview questions are related to SWD and various levels of needs in the classroom.
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	Bus liaison assures all needs are met for transportation
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	Students are invited to all non-academic activities (ie: after-school clubs, patrols) and accommodations are offered when applicable.
13. The school ensures all SWD are given equal consideration for honors, awards and other designations offered by schools.	Fully	All students are open to receiving all awards and recognition. Ie: Just Do It Award, Lynn Riggio award, honor roll, etc.
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	Data chats, PLCs, trainings

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	Teachers attended training for inclusive education. ESE teachers collaborate with grade level teams
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	Teachers are provided with coaching, flexible scheduling, planning, and behavior support
17. School administrators ensure collaborative planning time is included in staff schedules.	Fully	Common planning time allow teachers to collaborate. Weekly team meetings

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 and support services personnel solicit feedback from specials
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.	Partially Almost	Teacher lesson plans and IEPs are standards based. Members of the school MTSS team and Coaches are assigned to provide support to specific grade-level or subject-area teams.
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	Members of the school MTSS team are assigned to provide support to specific grade-level or subject-area teams. School personnel use a problem-solving process to identify appropriate instructional and behavioral interventions. Families are provided information and opportunities to understand the MTSS process as it relates to tiered interventions for their child.
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	data collection tools: Checklists, Profiles, Data forms, FBA, Reading assessment tools; and Scoring criteria/rubrics. The school has designated personnel with expertise in gathering and analyzing student data who provide ongoing support in the use of formative assessment processes.

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	Teachers of students in self-contained classrooms use formative assessment data to increase time SWDs receive instruction in general education classes, such as observational data to identify effective behavior supports for learning in the general Ed Special education teachers use formative assessment to identify student needs, adjust instruction, revise behavior plans and identify opportunities for learning in general education.
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 counselors are involved in identifying and coordinating school wide programs for anti-bullying, peer support, etc. Teachers include team-building and class building structures to create and support positive interactions among students with and without disabilities.
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	Teachers differentiate instruction to provide multiple means of representation, implementation, and expression. Lessons are presented in multi-sensory format. Assistive technology is used for students as needed.
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.	Partially Almost	When developing the master schedule, SWD are considered first. Co-teaching and support facilitation are considered.

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.	Partially Beginning	Paraprofessionals receive ongoing training based on their work responsibilities. 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 SWDs in general education classrooms and natural contexts.
--	----------------------------	--

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	All Special Education teachers meet weekly with their grade level teams in Gen.ed.to discuss curriculum, etc. All team members keep minutes of the team meeting and have the ability to provide input.
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 share roles and responsibilities such that distinctions between special education and the content- or grade-level teacher are not obvious.
29. The school ensures that family members of SWD are contributing members of school decision-making groups.	Fully	School administrators actively recruit family members of SWDs to participate in school decision-making groups, including the School Advisory Council. Family members of SWDs are active members of groups such as the Parent-Teacher Association (PTA) and other activities. Family members of SWDs participate in school decision-making based upon annual measurable outcome data for students with and without disabilities.

30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.	Partially Beginning	Learning opportunities and resources are identified and provided to families based on family surveys or interviews, school climate surveys, IEP goals and student data. Schedule of ongoing learning opportunities is provided to all families via website, emails, robo-calls, etc. Family learning opportunities include content and activities that are translated for families whose first language is not English.
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. Families receive support and resources, such as checklists, visuals, or point systems, to implement behavior support plans at home and in the community. Teachers maintain ongoing communication with families to ensure support plans are consistent from school to home and community
32. The school provides regular reports on the progress of implementing best practices for SWD with families, school district staff, and community members.	Fully	BPIE results are included in the SIP plan.
33. The school uses a person-centered planning process for SWD.	Partially Almost	There is an established protocol for facilitating a smooth transition for SWDs from grade to grade and school to school.

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 includes sharing information and effective instructional or behavioral supports for individual students. Child Study meetings are in place for PK students moving to KG so they have a smooth transition and also for 5th gr going to middle school. Schools identify and share individual needs of SWDs, through the flexible scheduling process, as they transition from grade to grade.
---	--------------	--

School BPIE Assessment Priority Indicators

NORCREST 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 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.
- Indicator 30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.