

# **SBPIE Assessment**

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

**TEDDER ELEMENTARY SCHOOL**

**District Name: Broward**

**MSID Number: 0571**

**Date Meeting Held: 4/23/2025**

# Initial Information

**School Principal:** Raylene Thomas

**School Type:** Elementary

**FIN Trained Meeting Leader/Title:** Carmen Conde , ESE Liaison

**Team Members Name/Title:**

Raylene Thomas, Intern Principal

Carmen Conde, ESE Specialist

Valerie Bignall, School Counselor

Yusmaris Beltran, Support Facilitator

Vonda Allen, Math Coach

## Domain I: Leadership and Decision Making

| Indicator                                                                                                                                                                                                                                               | Implementation Status | Data Sources/Supporting Evidence                                                                                                                                                        |
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| 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                 | Data is analyzed and monitored for all students, including SWDs and instruction revised based on the data.<br><br>Schedule data chats are held with each grade levels and individually. |
| 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                 | The students participated in process monitoring assessments such as, i-Ready Diagnostics and Performance matters.                                                                       |
| 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                 | The attends PLC's and professional development trainings.                                                                                                                               |
| 4. School administrators follow district guidelines for all SWD to have the same school choice options as their peers without disabilities.                                                                                                             | Fully                 | The school is equipped to provide educational services to all students.                                                                                                                 |
| 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      | Support services personnel have caseloads that allow for inclusive scheduling of services to SWD in general education classes and other settings.                                       |
| 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.<br><b>*Schools with early childhood (preschool) programs only.</b> | Partially Almost      | Developmentally appropriate behavior supports are provided for students.                                                                                                                |

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| 7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first.                                                                         | Fully            | All school personnel are trained and responsible for safety and evacuation procedures for SWD. The school offers regularly scheduled PLC '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            | The school has supplemental materials for core subject areas related to all academic standards. The school has common planning for each grade level.                                                                     |
| 9. School administrators expect all staff to use person first language in all written and verbal communications.                                                                                                                | Partially Almost | The school provides all school personnel with ongoing information and resources on 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            | Administration uses interview questions geared to specific roles during the interview process.                                                                                                                           |
| 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            | All bus arrivals and departures occur at the same time and location for students with and without disabilities.                                                                                                          |
| 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            | All SWD have access to all school facilities and non-academic activities. Families of students with the most significant cognitive disabilities receive information about all school-sponsored, non-academic activities. |
| 13. The school ensures all SWD are given equal consideration for honors, awards and other designations offered by schools.                                                                                                      | Fully            | All students participate in honor award assemblies.                                                                                                                                                                      |

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| 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 | Administrators analyze student performance data through data chats.                                                                                               |
| 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 have daily collaborative planning time and regular bi-weekly team meetings.<br>The school master schedule has common planning time for each grade level. |
| 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 | The school offers planning and assist with implementing behavior supports                                                                                         |
| 17. School administrators ensure collaborative planning time is included in staff schedules.                                                                                                                                                                                      | Fully | The school master schedule reflects collaborative planning time for collaborative teaching teams.                                                                 |

## Domain II: Instruction and Student Achievement

| Indicator                                                                                                                                                                                                                      | Implementation Status | Data Sources/Supporting Evidence                                                                                                                                                                                                                                                         |
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| 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 Almost      | <p>A special education teacher is available to observe students during class and discuss accommodations, modifications or other appropriate supports for students.</p> <p>Special Teachers have consulted and collaborated with special education teachers to help support students.</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.                               | Partially Almost      | IEP goals and objectives are aligned to student needs and state standards.                                                                                                                                                                                                               |
| 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 Almost      | <p>School personnel use a problem-solving process to identify appropriate instructional and behavioral interventions.</p> <p>Administrators allocate resources to support schoolwide MTSS, functional behavior assessments (FBA) and PBIS plans.</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.                                                    | Fully                 | Instructional personnel consider SWD as general education students first and use data-driven decision making to identify supports needed for SWD to make progress in general education and natural contexts.                                                                             |

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| 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 | <p>Instructional personnel consider SWD as general education students first and use data-driven decision making to identify supports needed for SWD to make progress in general education.</p> <p>Teachers use data and intervention to make adjustments in instruction and behavior.</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.                                              | Fully | School guidance counselor(s) are involved in identifying and coordinating schoolwide programs (e.g., anti-bullying, peer supports)                                                                                                                                                        |
| 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.                                | Fully | Teachers plan instruction to allow multiple means of representation, and engagement such as small group instruction, visuals and technology.                                                                                                                                              |
| 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 | Related services are provided, as appropriate, in general education classes and natural contexts: language therapy is provided to SWD during reading instruction, physical therapy is provided during P.E. or recess and occupational therapy is provided during writing activities.      |
| 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 | <p>The roles and responsibilities of paraprofessionals are clearly outlined and communicated by administrators and teachers.</p> <p>Administrators and teachers monitor the activities of paraprofessionals to evaluate the effectiveness of supports provided to SWD.</p>                |

### Domain III: Communication and Collaboration

| Indicator                                                                                                                                                                                                        | Implementation Status | Data Sources/Supporting Evidence                                                                                                       |
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| 27. The school ensures that all special education staff are recognized as essential, collaborative members of the general education team.                                                                        | Fully                 | An elementary school special education teacher is an active member in general education team meetings and PLC's.                       |
| 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 determine appropriate accommodations and other supports (e.g., behavior, visual and communication) for individual students.   |
| 29. The school ensures that family members of SWD are contributing members of school decision-making groups.                                                                                                     | Fully                 | Family members of SWD are active members of groups such as SAC.<br><br>The families are encourage to attend Fall and Winter Festivals. |
| 30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.                                                                                       | Fully                 | Schedule of ongoing learning opportunities is provided to all families via newsletter, website, emails, phone calls.                   |
| 31. The school ensures all school personnel invite families to provide valuable input in planning and problem-solving.                                                                                           | Fully                 | Teachers maintain ongoing communication with families to ensure support plans are consistent from school to home and community.        |

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| 32. The school provides regular reports on the progress of implementing best practices for SWD with families, school district staff, and community members.                                      | Fully | <p>The school administrator provides a report to families as part of school open house activities.</p> <p>The school administrator provides a report to all school personnel as part of pre-school activities and throughout the year.</p> |
| 33. The school uses a person-centered planning process for SWD.                                                                                                                                  | Fully | There is an established protocol for facilitating a smooth transition for SWD 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 | Schools identify and share individual needs of SWD, through the inclusive scheduling process, as they transition from grade to grade.                                                                                                      |

# School BPIE Assessment Priority Indicators

TEDDER 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 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.
- Indicator 8. School administrators inform staff of resources to apply best practices for teaching students with disabilities in general education classrooms and natural contexts.
- Indicator 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.
- Indicator 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.