

SBPIE Assessment

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

ORANGE BROOK ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 0711

Date Meeting Held: 5/30/2025

Initial Information

School Principal: Amy Perez

School Type: Elementary

FIN Trained Meeting Leader/Title: Amy Perez, ASD Coach

Team Members Name/Title:

Lisa Meltzer-ESE Specialist

Mr. ONeal

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	The review of student performance is informed by a comprehensive analysis of multiple data sources. These include district and school-based assessments such as i-Ready and FAST which provide insight into student proficiency and growth over time. Alternate assessments, including the Florida Standards Alternate Assessment (FSAA), are utilized for students with significant cognitive disabilities to ensure an equitable measure of progress. Additional achievement indicators, such as classroom-based formative assessments and student work samples, help monitor day-to-day understanding. Graduation rates are reviewed in alignment with state targets and disaggregated by subgroup to address disparities. Leadership teams also conduct regular classroom walk-throughs using observation tools (e.g., Danielson Framework or Marzano) to gather qualitative data on instructional practices. Progress toward Individual Educational Plan (IEP) goals is tracked through quarterly updates and teacher data logs, and progress reports offering individualized evidence of student growth. Finally, during leadership data reviews, administrators and instructional

		coaches collaboratively analyze these data points to guide decision-making, identify trends, and adjust instructional strategies for both general and exceptional student populations.
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	At Orange Brook Elementary, the School Improvement Plan under Domain: Leadership and Decision Making, Indicator 2, emphasizes the development and monitoring of inclusive educational practices. The school has established clear and measurable goals aligned with the BPIE (Best Practices for Inclusive Education) assessment to support both short- and long-term improvement efforts. Every three years, the school completes a full BPIE assessment and submits the results, along with planned actions, to the district for review. The leadership team meets quarterly to analyze student achievement data, ESE placement trends, IEP progress, and classroom walkthrough observations to evaluate and adjust inclusive practices as needed. To ensure compliance and awareness, the leadership team shares the language and intent of s. 1003.57, F.S., with staff and stakeholders. A collaborative decision-making process includes diverse representation from all stakeholder groups, promoting shared responsibility for inclusive efforts. The school ensures transparency by making improvement goals available on the website and at the front office. Additionally, family input is regularly gathered through surveys, interviews, and focus groups, and is used to guide ongoing improvement in inclusive education.

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.	Partially Almost	At Orange Brook Elementary, the leadership team is collectively responsible for overseeing, coordinating, and monitoring the implementation of best practices for inclusive education for all students with disabilities. The team operates with clearly defined roles that include ongoing communication with staff, data analysis, and progress monitoring aligned with the priorities identified in the School BPIE assessment. Responsibilities are distributed among team members to ensure comprehensive support for inclusive practices across classrooms. Evidence of the leadership team's role is reflected in school weekly leadership meetings, Professional Learning Community (PLC) minutes, team planning, the staff handbook, school website. Each document identifies team members involved in inclusive initiatives and outlines their responsibilities. Regular meetings further demonstrate the team's commitment to collaboration, data-driven decision making, and continuous improvement of inclusive educational practices. In addition to school Administration feedback.
---	-------------------------	---

4. School administrators follow district guidelines for all SWD to have the same school choice options as their peers without disabilities.	Partially Almost	School administrators actively advocate for students with disabilities (SWD) to have the same school choice options as their non-disabled peers, ensuring access to educational services within their neighborhood school or school of choice. Administrators collaborate with the district to identify SWD not attending the school due to disability-related concerns and request the necessary services and supports to meet their needs. The school reflects a diverse student population, including those with significant cognitive disabilities, and offers a continuum of services such as intensive classes and high-achieving/gifted classes to support a wide range of learners. Families are engaged through ESE parent surveys, which help assess perceptions of the school's ability to meet their child's individual needs. Additionally, private school evaluations for ESE placement are reviewed to ensure alignment with the services available on campus. Supporting evidence includes communication records with the district, survey results, evaluation summaries, and enrollment data of SWD residing within the school zone.
--	-------------------------	--

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	At Orange Brook Elementary, school data reflect that all students with disabilities (SWD), regardless of type or severity, are educated in age- and grade-appropriate, heterogeneous general education settings. Placement decisions are not based on exceptionality, perceived needs, or available resources, but instead focus on integrating students into inclusive environments across both core academics and elective areas. Instructional and support staff work collaboratively to ensure that all students feel valued, supported, and are given opportunities to achieve their full potential. Related services, such as speech and language, are delivered within general education settings whenever feasible to promote natural learning experiences. SWD also have access to school-wide academic interventions, including before- and after-school support. Supporting documentation includes least restrictive environment (LRE) data disaggregated by exceptionality and evidence of inclusive scheduling and service implementation.
--	-------------------------	--

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.	Partially Almost	At Orange Brook Elementary, school data indicate that all students with disabilities (SWD), ages 3–5, receive special education and related services in inclusive Pre-K settings alongside their typically developing peers. School administrators collaborate with the district to support inclusive early childhood programming, with clear goals to increase participation of SWD in these settings. General and special education teachers work together to plan standards-based lessons and implement developmentally appropriate curriculum adaptations. Interventions and supports are provided to meet student needs and promote progress before referrals to more restrictive services are considered. Regular monitoring ensures that placement and service delivery remain inclusive and developmentally appropriate. Class schedules for SWD (ages 3–5) indicating service locations, percentage of time spent with same-age peers without disabilities, lesson plans reflecting curriculum adaptations, and monitoring logs tracking student placement and progress in inclusive early childhood settings.
--	-------------------------	--

7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first.	Partially Beginning	At Orange Brook Elementary, school administrators clearly communicate that all staff share responsibility for every student, emphasizing that students with disabilities (SWD) are general education students first. This expectation is reinforced through faculty meetings, School Advisory Committee meetings, PLCs, and staff communications. General and special education teachers are expected to collaborate in providing instructional and behavioral support across all settings, with SWD participating fully in both academic and non-academic activities. Special education staff are referred to by name rather than by the exceptionality they support, promoting a culture of respect and inclusion. Staff are trained in health, safety, and emergency procedures for students with diverse needs. Administrators provide resources and professional learning on inclusive practices, review staff schedules for equitable support opportunities, and collect staff input through surveys to guide continuous improvement.
--	----------------------------	--

8. School administrators inform staff of resources to apply best practices for teaching students with disabilities in general education classrooms and natural contexts.	Partially Almost	At Orange Brook Elementary, school administrators actively facilitate the use of resources to support inclusive practices for all students with disabilities (SWD). Resources such as differentiated instructional materials, assistive technology, and supplemental supports are allocated and monitored to meet diverse student needs. Administrators ensure staff have access to tools like text sets, alternate-format materials, and planning time, while also aligning personnel—such as paraprofessionals, therapists, and instructional coaches—with in-class support requirements. Planning meetings, inventories, and achievement data are regularly reviewed to guide resource allocation and ensure effective implementation.
9. School administrators expect all staff to use person first language in all written and verbal communications.	Fully	At Orange Brook Elementary, school administrators set clear expectations for all staff to use person-first language in all written and verbal communication. Staff are provided with ongoing guidance and resources to ensure respectful, inclusive language—such as referring to “students with disabilities” rather than using labels. Administrators reinforce this practice through professional communication, school documents, staff handbooks, and digital platforms, promoting a school culture that values dignity and individuality for all students.

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	At Orange Brook Elementary, school administrators incorporate interview questions that assess an applicant's understanding of and commitment to inclusive educational practices. Interview protocols for both instructional and non-instructional positions include questions that evaluate knowledge of differentiated instruction, collaborative planning, and respect for diverse learning needs. The interview team ensures that candidates demonstrate a willingness to support inclusive environments and respond appropriately to scenarios involving students with significant disabilities. These practices help ensure that all new hires align with the school's inclusive values and expectations.
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	At Orange Brook Elementary, school administrators advocate for students with disabilities (SWD) to be transported alongside their non-disabled peers for both daily transportation and school-related activities, unless a shortened day is specified in the IEP. Bus arrivals and departures occur at the same time and location for all students, promoting inclusion from the start of the school day. Administrators communicate with the district to address transportation concerns and ensure SWD are not excluded from field trips or community-based instruction due to scheduling. Supporting documentation includes bus schedules, field trip records, and communication with the district transportation office.

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	At Orange Brook Elementary, students with disabilities (SWD) have equal access to all school-sponsored, non-academic, age-appropriate activities, including electives, clubs, field trips, performances, and graduation events. Supports such as adaptive equipment and communication devices are provided to ensure full participation. Staff actively promote inclusion across all areas, and case managers monitor SWD involvement in school activities. SWD are included in class field trips with peers, and separate "ESE only" trips are discouraged. School personnel foster peer interactions and ensure families are informed about all events, reinforcing the school's commitment to full inclusion.
13. The school ensures all SWD are given equal consideration for honors, awards and other designations offered by schools.	Fully	At Orange Brook Elementary, all students, including those with disabilities (SWD), are given equal consideration for honors, awards, and other school recognitions. SWD, including those on modified curricula, are included in programs such as honor roll, citizenship, academic, attendance, and science fair awards, unless criteria are strictly based on the standard curriculum. Recognition is provided in the same manner and at the same time as for students without disabilities, reinforcing a culture of inclusion and equity.

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	At Orange Brook Elementary, school administrators regularly analyze student performance data, classroom observations, and staff and family surveys to identify professional learning (PL) and technical assistance (TA) needs that support effective inclusive practices. Input from IEP teams is also used to determine targeted supports, such as AAC or positive behavior strategies, 504, and FBA's., PL and TA are tailored to staff needs and may be reflected in individual professional learning plans. Ongoing data reviews and team discussions help guide and adjust support throughout the year, ensuring inclusive practices are continuously strengthened.
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.	Partially Almost	At Orange Brook Elementary, school leaders provide job-embedded professional learning on inclusive education tailored to the roles and responsibilities of all school-based personnel. Training is delivered through existing structures such as PLCs, collaborative planning, peer coaching, and faculty studies. Topics include differentiated instruction, specially designed instruction, UDL, assistive technology, and embedding IEP goals into general education. Professional learning is supported by classroom modeling, online resources, and outside agencies such as FIN, FDLRS, and CARD. Leaders ensure ongoing training is accessible throughout the year, including support for newly hired staff, with follow-up to ensure implementation and impact.

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.	Partially Almost	At Orange Brook Elementary, school leaders facilitate job-embedded technical assistance (TA) to support inclusive practices, tailored to each staff member's role. Staff member coordinates TA based on needs assessments and professional development outcomes. Support includes in-class coaching, collaborative planning, modeling of instructional strategies, and assistance with behavior, visual, and communication supports. Teacher leaders and external partners such as FIN, FDLRS, and CARD provide follow-up coaching and resources to strengthen inclusive practices across the school.
17. School administrators ensure collaborative planning time is included in staff schedules.	Partially Beginning	At Orange Brook Elementary, school administrators ensure collaborative planning time used and reflected in both staff schedules and instructional plans. The master schedule includes designated time for general and special education teachers to plan together, supported by structures such as duty adjustments and release time. Administrators monitor planning through meeting agendas, lesson plans, and logs, which show shared instructional roles and data-driven decisions. Professional development days are also used for teams to collaborate on curriculum, student progress, and inclusive practices.

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	At Orange Brook Elementary, special area, electives, and teachers have regular opportunities to collaborate with ESE teachers and related service providers to support students with disabilities (SWD). These consultations focus on implementing accommodations, modifications, and assistive technologies tailored to individual student needs. Support staff, such as occupational and physical therapists, provide classroom-specific guidance, while ESE teachers share updates, strategies, and resources. Collaboration is reflected in schedules, lesson plans, and meeting notes, ensuring SWD receive consistent, inclusive support across all instructional settings.

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	At Orange Brook Elementary, general and special education teachers use state standards as the foundation for instruction for all students with disabilities (SWD), including those with significant cognitive disabilities. IEP goals are aligned with these standards, and teachers use access points to guide instruction for students on modified curricula. Instructional goals are adapted using age-appropriate materials, ensuring all students engage meaningfully with grade-level content. Evidence includes lesson plans, curriculum maps, walk-throughs, and progress monitoring data.
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	At Orange Brook Elementary, a consistent MTSS and problem-solving process is used to support academic and behavioral progress for all students, with and without disabilities. Staff identify and implement tiered interventions based on student needs, including those with significant cognitive disabilities. The school provides ongoing professional development and technical assistance to ensure effective MTSS implementation. Families are informed about the process, and administrators allocate resources to support interventions, PBIS, and functional behavior assessments. Evidence includes MTSS meeting minutes (RTI), PD records, and documentation of supports and outcomes.

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.	Partially Beginning	At Orange Brook Elementary, all instructional and related services personnel use formative assessment tools to monitor and improve instruction and behavior interventions for all students, including those with disabilities, in general education and natural settings. Teachers collaborate to collect and analyze data through checklists, rubrics, portfolios, and assessment tools, adjusting instruction and behavior plans based on student progress. SWD are viewed as general education students first and receive access to the same tiered supports as their peers. Staff with expertise in data analysis provide ongoing support to ensure effective, data-driven decision-making.
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 Beginning	At Orange Brook Elementary, teachers of students with disabilities (SWD) who spend less than 80% of their day in general education use formative assessment data to guide instruction and behavioral supports. This data helps identify strategies that promote progress toward IEP and learning goals while increasing opportunities for participation in general education and natural contexts. Adjustments are made to instruction and behavior plans to support successful integration across various settings, including classrooms, the lunchroom, and other school environments.

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.	Partially Almost	At Orange Brook Elementary, a school-wide approach promotes positive relationships, inclusion, and social responsibility among all students, with and without disabilities. Programs support peer interaction, character education, anti-bullying, and community service, while teachers incorporate team-building activities into daily routines. The school counselor helps coordinate initiatives that foster a respectful and inclusive environment across all settings.
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	At Orange Brook Elementary, a school-wide approach supports the implementation of Universal Design for Learning (UDL) across instructional and non-instructional settings. Teachers plan lessons using multiple means of engagement, representation, and expression, incorporating visual, oral, and assistive technologies tailored to student needs. Supports such as visual schedules, choice boards, adapted furniture, and communication devices ensure access and participation. Instruction is designed to promote high-level thinking and meaningful involvement for all students, including those with disabilities, without reducing rigor.

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 Beginning	At Orange Brook Elementary, a range of service delivery models is used across all grade levels to support students with disabilities (SWD) in general education and natural contexts. The master schedule prioritizes SWD and includes support facilitation, and consultation. Related services are integrated into classroom activities, and teachers use varied instructional approaches—such as station or parallel teaching—based on student needs. Collaborative teachers co-plan, and co-assess, with administrators providing feedback to ensure effective implementation.
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	At Orange Brook Elementary, all paraprofessionals receive opportunities for professional learning aligned with their roles and responsibilities in supporting students with disabilities (SWD) in general education and natural settings. Training covers topics such as disability awareness, communication, academic support, FBA's and safety. Their duties are clearly defined by administrators and reinforced through collaboration with teachers. Paraprofessionals participate and consult regularly with staff, and are monitored to ensure effective support. Outside resources like FIN, FDLRS, and CARD are used to enhance training opportunities.

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.	Partially Almost	At Orange Brook Elementary, special education teachers are full, collaborative members of general education curriculum teams. They actively participate in planning, share instructional decisions, and meet regularly with general education colleagues to support student needs. Their input is included in team decisions, and they are not removed from instructional duties for other meetings. Documentation includes team rosters, meeting schedules, and notes.
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	At Orange Brook Elementary, general and special education teachers use scheduled collaborative planning time to clarify roles and plan effective instruction and assessment for all students. They incorporate specially designed instruction, UDL, and DI, and agree on accommodations, supports, and grading practices. Roles are shared equally, with no clear distinction between teachers during instruction. Administrators provide support to help teams develop and refine their collaborative practices

29. The school ensures that family members of SWD are contributing members of school decision-making groups.	Partially Almost	At Orange Brook Elementary, family members of students with disabilities (SWD) are actively involved in school decision-making groups, such as the School Advisory Council, family night, and DAD's Challenge. Administrators encourage their participation in committees and events, ensuring their voices contribute to planning and decisions informed by student outcome data. Evidence include meeting notes.
30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.	Partially Almost	At Orange Brook Elementary, learning opportunities and resources are provided to families of students with disabilities (SWD) based on needs assessments, surveys, and student data. Topics include homework support, test preparation, understanding inclusion, and developing IEP goals. Information is shared through the website, and emails, with translated materials available for non-English-speaking families.

31. The school ensures all school personnel invite families to provide valuable input in planning and problem-solving.	Partially Almost	At Orange Brook Elementary, staff view families of students with disabilities (SWD) as valuable partners in planning and problem solving. Teachers regularly communicate with families to gather input on academic and behavioral supports, ensuring consistency between home and school. Families receive tools and strategies to support learning at home, and their feedback helps shape student profiles and intervention plans. Evidence includes communication logs, meeting notes, and shared planning documents, IEP's, ABA therapists, 504"s, and a behavior tech.
32. The school provides regular reports on the progress of implementing best practices for SWD with families, school district staff, and community members.	Not Yet	At Orange Brook Elementary we are in the progress of implementing inclusive practices that are shared annually with families, district staff, and the community. Reports are presented during events such as open house, pre-school planning, and district meetings, summarizing efforts and outcomes related to BPIE priorities and inclusive improvement goals.
33. The school uses a person-centered planning process for SWD.	Partially Almost	At Orange Brook Elementary, a person-centered planning process is used to support students with disabilities (SWD), ensuring smooth transitions between grades and schools. The process focuses on self-determination, independent living, and future education or career goals. Documentation includes transition plans, participant rosters, and IEP goals aligned with postschool outcomes.

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.	Partially Beginning	At Orange Brook Elementary, a team-based decision-making process ensures students with disabilities (SWD) transition smoothly between grades, schools, and districts while maintaining placement in the Least Restrictive Environment (LRE). Supports and effective strategies are shared between sending and receiving teams, with vertical planning and inclusive scheduling in place. Transition activities, such as school orientations and supported classroom visits, help students adjust. Documentation includes articulation plans, policies, and team communications.
---	----------------------------	--

School BPIE Assessment Priority Indicators

ORANGE BROOK 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 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.**
- Indicator 17. School administrators ensure collaborative planning time is included in staff schedules.
- Indicator 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.