

SBPIE Assessment

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

MCNAB ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 0841

Date Meeting Held: 5/29/2025

Initial Information

School Principal: DORYS PALACIO

School Type: Elementary

FIN Trained Meeting Leader/Title: Kim Rohloff, Assistant Principal

Team Members Name/Title:

Dorys Palacio, Principal

Kim Rohloff, Assistant Principal

Parker Majewski, ESE Specialist

Shannon Spinks, Literacy Coach/RTI

Callie Thomason, 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 Assessments and Classroom Assessments
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 Reports and Weekly Leadership 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	Schedule of activities and meetings
4. School administrators follow district guidelines for all SWD to have the same school choice options as their peers without disabilities.	Fully	Documentation of attendance and grades via emails via Focus.
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	IEP and SWD data reports
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.	Fully	Schedules of SWD via ESE Facilitator and Lesson Plans Indicate curriculum.
7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first.	Fully	Survey results

8. School administrators inform staff of resources to apply best practices for teaching students with disabilities in general education classrooms and natural contexts.	Fully	Inventory lists across all grade levels and common planning time
9. School administrators expect all staff to use person first language in all written and verbal communications.	Fully	School documents and weekly parent links as well as school website.
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.	Partially Almost	With coaches and paras we do question, however, we will work on getting cafe staff, front office, etc. more involved.
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 schedules and rosters as well as documented emails of changes and staff to support.
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.	Partially Almost	Observations with students, however, we will improve with utilizing surveys and focus groups for students with and without disabilities.
13. The school ensures all SWD are given equal consideration for honors, awards and other designations offered by schools.	Fully	Flyers and newsletters and parent links
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	Record of needs assessment and information sessions/PD geared towards family and the individual development plan for each staff member.
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	PD plan and sign in sheets as well as follow up activities and master schedule with common planning time.

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	Schedule of TA with topics as well as weekly TEAMS chat to introduce and share best practices.
17. School administrators ensure collaborative planning time is included in staff schedules.	Fully	Master schedule and PLC schedule as well as walk-through digital tools.

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 Almost	Teacher schedule and lesson plans, however, to fully master this we will work better on formulating agendas and notes.
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 and unit plans as well as walk through data and ongoing weekly monitoring data and feedback.
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	Minutes of MTSS meetings and Schoolwide training on PBIS, however, we can become fully stronger implementing more PD and trainings school based for these topics.
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 assessments, classroom data and documentation as well as behavior plans.
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	Sample assessments, classroom data and documentation and adjustments in behavior plans.
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	Syllabus of anti-bullying and character education programs.

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	Classroom observations, lesson plans using 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	Master schedule and student schedules as well as classroom observations.
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 Almost	PD logs, pre and post assessments and checklists as well as para schedules and job description reminders, in developing our ASD cluster for year 2 we are still working on becoming fully stronger in this area via the support of the district.

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	Curriculum team 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.	Fully	Master schedule and teacher lesson plans, classroom walkthrough and observations with coaches logs.
29. The school ensures that family members of SWD are contributing members of school decision-making groups.	Fully	Decision making rosters and notes.
30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.	Fully	List of resources and opportunities, survey samples and results and information provided in multiple languages upon request.
31. The school ensures all school personnel invite families to provide valuable input in planning and problem-solving.	Fully	Meeting notes and planning documents
32. The school provides regular reports on the progress of implementing best practices for SWD with families, school district staff, and community members.	Fully	Leadership team reviews BPIE priority indicators and reviews results and outcomes and where remediation and support needs to occur.
33. The school uses a person-centered planning process for SWD.	Fully	Policies and procedures for transition with participant rosters and meeting notes and IEP goals and post school outcome data.

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	Teacher and family and administration conferences/interviews as well as district and school articulation plans to support procedures and policies.
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School BPIE Assessment Priority Indicators

MCNAB 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 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.
- 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.