

SBPIE Assessment

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

FLORANADA ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 0851

Date Meeting Held: 2/18/2025

Initial Information

School Principal: Luke Balchaitis

School Type: Elementary

FIN Trained Meeting Leader/Title: Lauren Ryan , ESE Liaison

Team Members Name/Title:

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Lauren Ryan- FIN-Trained Leader, ESE Specialist

Severina Christoff - Autism Coach

Jane Doyle - ESE Support Facilitator

Karen Dallas- Assistant Principal

Luke Balchaitis - Principal

Stacey Hernandez, Cherise Charles, Terri Lawrence- Parents

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	Data chats are conducted on a quarterly basis.
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	All stakeholder groups are represented and involved a collaborative system. We have a very involved PTA and Sac.
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	Three key persons are clearly defined to oversee communication between teachers and ESE admin.
4. School administrators follow district guidelines for all SWD to have the same school choice options as their peers without disabilities.	Fully	The school has a reassignment population including SWD.
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	Students with disabilities are provided specialized instruction bases on their needs. Students in our ASD special programs are included with their grade level peers in class.
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	Not applicable, as the school does not have specialized PreK classes.

7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first.	Fully	ESE and general education teachers collaborate during their PLC to address and meet the needs of all students: SWD and NO SWD
8. School administrators inform staff of resources to apply best practices for teaching students with disabilities in general education classrooms and natural contexts.	Fully	All materials are accessible to all students. Accommodations of materials and assistive technology are fully integrated.
9. School administrators expect all staff to use person first language in all written and verbal communications.	Fully	Student name before disability is consistently used among school personnel.
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 designed to inquire and assess all applicant's knowledge and philosophy towards SDWs and working with students with different abilities.
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	SWD participate in all field trips.
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	Clubs and extracurricular activities are offered to all students.
13. The school ensures all SWD are given equal consideration for honors, awards and other designations offered by schools.	Fully	We offer the following events that include and recognize all students: Terrific Kids, Super Citizen, Honor Roll, various clubs and 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.	Partially Almost	Administrators regularly analyze data from classroom observations.
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	All school staff are offered and encouraged to attend district provided trainings. School based trainings are also provided by our leadership and coaches.
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.	Not Yet	Elementary School
17. School administrators ensure collaborative planning time is included in staff schedules.	Partially Almost	There is a schedule and record of PLCs related to the review of students work and instructional planning.

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	ESE teachers and support service personnel solicit feedback from specials or electives to determine the effective of instructional accommodations and/or modifications.
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	Teachers modify instruction goals and instruction for students with a significant cognitive disability using the same, or similar, age- appropriate materials as those used by students without disabilities.
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	Weekly RtI/MTSS meetings.
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 SWDs as general education students and use data drive decision making to identify supports needed for SWDs to make progress in general education and natural contexts. Data chats and PLCS, IEP meetings, an RtI weekly 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	Teachers use formative assessments and data to use in their planning for SWD. Great inclusion plan for students in the special program. Great communication and collaboration between general education and ESE teachers.
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	Character education, small group counseling and social groups, social skill groups per IEP goals, and peer mediator groups.
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	Lessons are presented in visual and oral formats. Table heights adjusted to accommodate a wheelchair, a stander or students of short stature. Pencil grips. A visual schedule that includes items with velcro for ease of manipulation on the schedule board.
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	Administrators and teachers can articulate different ways to deliver special education services in general education settings. Support staff meets to create groups of instruction based on needs of SWD.

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	Outside resources such as FIN, FDLRS, and CARD, are procured for the provision of training to paraprofessionals. Paraprofessionals receive ongoing training on topics relative to their work responsibilities. Teachers and paraprofessionals discuss strategies and methods to provide individual support to SWD's in general education classrooms and natural context.
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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	Special Education teachers participate in grade level PLCs , as well as attending their ESE PLC.
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	ESE and general education teachers are familiar with and implementing PBIP's across settings. Teachers reflect on and assess their effectiveness as collaborative teachers.
29. The school ensures that family members of SWD are contributing members of school decision-making groups.	Fully	Parents of SWD are part of PTA and SAC. They also volunteer with monthly events and our clubs.
30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.	Fully	During parent nights and PTA/SAC meetings data is gathered from families via surveys, interviews, focus groups, suggestion boxes, and formal Forms surveys.

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, such as an individual behavior plan. Teachers maintain ongoing communication with families to ensure support Plans are consistent from school to home and community. Daily home notes and utilizing Class Dojo daily to communicate with parents.
32. The school provides regular reports on the progress of implementing best practices for SWD with families, school district staff, and community members.	Partially Almost	The SIP plan is developed with parents at our SAC meeting. Parents received weekly emails and call outs regarding school related and district related information.
33. The school uses a person-centered planning process for SWD.	Partially Almost	There is an established protocol for facilitating a smooth transition for SWD's 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	The school provides opportunities and transportation for a student a with autism spectrum disorder, transitioning from one school to another. ESE specialist visit schools and programs to determine proper placement and a successful transition of students with disabilities. The services for SWD are discussed during IEP meetings. Proper teacher placement based on student need and teacher certification is considered when making classes with support staff.
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School BPIE Assessment Priority Indicators

FLORANADA 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 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.
- Indicator 27. The school ensures that all special education staff are recognized as essential, collaborative members of the general education team.