

SBPIE Assessment

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

STEPHEN FOSTER ELEMENTARY SCHL

District Name: Broward

MSID Number: 0921

Date Meeting Held: 9/9/2024

Initial Information

School Principal: RICARDO GRIMALDO

School Type: Elementary

FIN Trained Meeting Leader/Title: Erin McDonough, ESE Liaison

Team Members Name/Title:

Ricky Grimaldo- Principal

Gillian McMullen- Assistant Principal

Erin McDonough- ESE Specialist

Mallory Costa- Instructional Coach

Nidza Cuesta- RTI Support Facilitator

Lisette Torres- Intervention Coach

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	6-week cycle of MTSS schedule by grade level with individual targeted scores to determine learning gains as well as analysis of intervention probes to determine effectiveness of the intervention. The intervention team tracks the IEP goals within the Tier 3 intervention, while the classroom teacher tracks the independent functioning goals in the classroom.
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	Class reviews scheduled in a 6-week cycle by grade level. The Collaborative Problem Solving Team meets weekly. Parents are invited to attend in the educational decisions for their child, both academically and behaviorally.
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	Erin McDonough- ESE specialist. Staff roster and school calendar containing IEP meeting dates. Additionally, the school has an intervention team comprised of 2 ESE support facilitators, 2 interventionists, and 2 ELL support facilitators
4. School administrators follow district guidelines for all SWD to have the same school choice options as their peers without disabilities.	Partially Almost	All support is provided equally for each student based on need, along with opportunities to participate in general education settings and extra curricular activities

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	Students in the special program are provided opportunities to mainstream based on their daily behavioral data. This begins with intervention groups and then expands into the general education classrooms.
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	PreK team members participate and plan with grade level colleagues through professional learning communities, as well as mainstream specialized students and intensive into specialized.
7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first.	Partially Almost	General education teachers share instructional and behavioral responsibilities as well as implement tier 2 and 3 support in both areas.
8. School administrators inform staff of resources to apply best practices for teaching students with disabilities in general education classrooms and natural contexts.	Fully	ESE providers plan lessons with grade level teams and participate in grade level professional learning communities. Materials are provided to all educators to implement according to IEP goals.
9. School administrators expect all staff to use person first language in all written and verbal communications.	Partially Beginning	Items are translated in home languages however not all items are translated.
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 Beginning	Interviews are generalized and not specific to SWD.

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.	Partially Beginning	Bus schedules and rosters are provided to all staff. Staff members and administrators assign support to specific areas to support students who ride the bus. The bus schedules are not timely and many students have not been assigned a bus beginning on the first day of school.
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	All students in intermediate grade levels are given opportunities to participate in after school clubs, dances, and field trips.
13. The school ensures all SWD are given equal consideration for honors, awards and other designations offered by schools.	Partially Almost	Honor Roll (Grades 3-5) quarterly, Kid of Character (PreK-5) monthly, attendance parties (quarterly), attendance celebration opportunities daily, End of the year awards (PreK-5th), academic fair (3-5) yearly
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	Specific action taken based on classroom observations and teacher survey results
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 Beginning	Professional learning communities
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 Beginning	In class coaching from instructional coaches, more support needed to develop IEPs with new format of FOCUS

17. School administrators ensure collaborative planning time is included in staff schedules.	Partially Almost	Master schedule revolving around Tier 3 and intervention
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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.	Not Yet	Special teachers have access to students' IEPs
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	IEPs at a glance are distributed to teachers at the beginning of the school year, along with independent functioning tracking sheets for general classroom teachers and IEP goal tracking sheets for ESE support facilitators.
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	CPST scheduled weekly and on a 6 week rotating schedule by grade level
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 Almost	ABC charts, frequency charts, reinforcement assessments
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	Follow up notes and progress monitoring on BASIS

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	Full-time bilingual school social worker Full time school counselor Positive behavior assemblies and rewards Monthly kid of character lessons Morning message Life skills and wellness lessons infused into daily lessons
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 are given IEPs with accommodations and supplemental aid listed as well as training for paraprofessionals to support students in the classrooms
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	School-wide master schedule Individualized Education Plans Weekly team meetings
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	Based on what is offered through the district. More training needed at the school based level

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	Curriculum team planning, meetings, and rosters
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	Weekly team meetings and professional learning communities
29. The school ensures that family members of SWD are contributing members of school decision-making groups.	Partially Almost	Family involvement committee
30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.	Partially Almost	Yearly customer surveys
31. The school ensures all school personnel invite families to provide valuable input in planning and problem-solving.	Partially Almost	Classroom communication via ClassDojo, as well as school wide Dojo. Parent/teacher conference and the Collaborative Problem Solving Team
32. The school provides regular reports on the progress of implementing best practices for SWD with families, school district staff, and community members.	Partially Beginning	Class reviews through CPST process
33. The school uses a person-centered planning process for SWD.	Not Yet	Matriculation meetings

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 Almost	Articulation plans/matriculation meetings
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School BPIE Assessment Priority Indicators

STEPHEN FOSTER ELEMENTARY SCHL 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 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.
- 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.