

SBPIE Assessment

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

PLANTATION PARK ELEMENTARY

District Name: Broward

MSID Number: 1251

Date Meeting Held: 9/23/2024

Initial Information

School Principal: INGRID OSGOOD

School Type: Elementary

FIN Trained Meeting Leader/Title: Suzan DeMeo, Assistant Principal

Team Members Name/Title:

Suzan DeMeo - Assistant Principal; Brie-Anne Pendlebury - Literacy 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	Data chats are conducted one time per month to analyze data for all students including SWD. Data is broken down by the administrators for SWD to be proficient.
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	Progress reports are generated once per quarter to monitor SWD progress. BPIE is conducted once every three years. Surveys are conducted throughout the year for SWD. An Equity Plan is attached to our School Improvement Plan (SIP) for all stakeholders to review. All stakeholders also have the opportunity to attend School Advisory Council (SAC)/School Advisory Forum (SAF) one time per month.
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 key person is identified through staff handbooks, staff roster, and school website.
4. School administrators follow district guidelines for all SWD to have the same school choice options as their peers without disabilities.	Fully	All SWD's are included in afterschool camps, enrichment camps, field trips, and student groups like safety patrols, student council, chorus, and WOWL (our morning announcements crew).

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	The EBD Special Program is a self-contained ESE class which allows for opportunity to mainstream based on the level system designed in the program. SWD in the general education setting receive 80% or more to access the grade level curriculum. All SWD are invited to after school activities.
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 Beginning	The Pre-K program participates in assemblies and school-wide activities such as chorus shows, field trips, field day, book fair, and holiday shop.
7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first.	Fully	Monthly data chats, Team Leader meetings, specials teachers, support with ESP, First person language is used throughout the school.
8. School administrators inform staff of resources to apply best practices for teaching students with disabilities in general education classrooms and natural contexts.	Fully	Interventions and resources are available and accessed for all SWD through the school resource room. ESE teachers are on grade level teams and Professional Learning Committees (PLC's).
9. School administrators expect all staff to use person first language in all written and verbal communications.	Partially Almost	When communicating in writing, first person language is encouraged.
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 pertaining to the diversity and inclusive practices are in applicant files.

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	Transportation, schedules, bus liaison supplement, arrival/dismissal posts, meeting with transportation supervisors if student needs are not being met
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	Kid of Character, enrichment clubs, student council, field trips, WOWL, chorus, elocution, book fair, JA BizTown
13. The school ensures all SWD are given equal consideration for honors, awards and other designations offered by schools.	Fully	Kid of Character, Honor Roll, i-Ready Awards, Caught Reading, Attendance Awards, WHOO Students of the Month
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	PLC Schedule, In-service reports, Planning Day Agenda, iObservation, emails
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	PLC Schedules, iObservation, Best Practices, TRIBES, resources on Canvas/SharePoint, SAC Committees, Differentiated PD's based on the needs of the school personnel
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	PLC Schedules, iObservation, Best Practices, TRIBES, resources on Canvas/SharePoint, SAC Committees, Differentiated PD's based on need
17. School administrators ensure collaborative planning time is included in staff schedules.	Fully	Master Schedule, Grade Level Teams, Data Chats, PLC Schedules, Best 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.	Fully	iObservation, Support Facilitator, ESE Specialist, SLP, and OT collaborate with teachers
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	All SWD goals are aligned to the Florida Standards as evidenced by lesson plans, data chats, and iObservation.
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	CPST is used as needed for special program teachers, and SWD's in general education settings are discussed as needed. Data chats, SIP, students identified as Tier 3.
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	Student assessment data, grade level data, reading, writing, math and science assessments, CARE Cycle, grade level team minutes
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	Level system, behavior data, point sheets, home notes, Mainstream SWD
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	TRIBES, OWL Pals, Latinos in Action, Reading Buddies, Enrichment Clubs, Student Council, WOWL, Safety Patrols

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	iReady is differentiated and designed to meet student needs. Choice cards are used in classrooms where needed. Teachers tier assignments/assessments based on the needs of the students. Lesson plans are used for documentation.
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, grade level team minutes, IEP's, iObservation
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	ESP Meetings, In-Service Reports

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	Team assignments, grade level team minutes, master schedule
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	The EBD Special Program is included in all programs and curriculum.
29. The school ensures that family members of SWD are contributing members of school decision-making groups.	Fully	Family members of SWD's are invited to SAC meetings, PTA meetings, Chorus, BPIE, and Academic Family Nights/Parent Trainings
30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.	Fully	Advisory and SAC meeting dates are posted on the school website. Parent training opportunities are provided after school, surveys are sent home, ParentLink reminders are sent out, reminders are placed on social media platforms, and meeting dates and information is posted on the school marquee.
31. The school ensures all school personnel invite families to provide valuable input in planning and problem-solving.	Fully	Student agendas, Blooms, Class Dojo, ParentLinks, Conferences, Social Media platforms

32. The school provides regular reports on the progress of implementing best practices for SWD with families, school district staff, and community members.	Fully	SAC Meetings, Surveys, Parent and Family Engagement Plan that is posted on the school website, at Plantation City Hall, and sent out through ParentLink, School/Parent Compact provided to every parent, every year
33. The school uses a person-centered planning process for SWD.	Fully	Articulation cards, Matriculation meetings, carefully placed SWD's based on administration, teacher, and support staff input
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	Matriculation, Articulation Cards, FOCUS SIS

School BPIE Assessment Priority Indicators

PLANTATION PARK ELEMENTARY 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 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.