

SBPIE Assessment

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

NOVA BLANCHE FORMAN ELEMENTARY

District Name: Broward

MSID Number: 1282

Date Meeting Held: 6/11/2025

Initial Information

School Principal: Donna Raymond

School Type: Elementary

FIN Trained Meeting Leader/Title: Donna Raymond, Teacher Leader

Team Members Name/Title:

Donna Raymond - LEA Representative

Russell Schwartz - Principal

Janet Calmaro - Assistant Principal

Gwynndolyn Norell - Speech/Language Pathologist

Phyllis Gelman-Mash - Literacy Coach

Sade Smith ESE Parent

Skylar Billingsley - Intermediate Teacher

Kabsha Mirza - Primary Teacher

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.	Partially Almost	Data from state, district and school assessments, FAST, STAR, i-Ready diagnostic assessments. Class schedules of increased time on general curriculum.
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	Goals that address short term and long term student achievement. Data and analysis of student progress on grade level standards.
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	Key person who oversees inclusive practices (LEA), supported by district compliance. Information included on school website, PLC minutes and staff roster.
4. School administrators follow district guidelines for all SWD to have the same school choice options as their peers without disabilities.	Partially Almost	Services and supports are provided for students through a team approach and requests are documented by school administration.
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	School-level least restrictive environment (LRE) data showing the percentage of time each SWD is disaggregated by exceptionality, spends in age and grade appropriate, heterogeneous general education environment.

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.	No Pre-K	
7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first.	Partially Almost	Ongoing professional development, teacher and support facilitator schedules, self assessments and questionnaires.
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	District curriculum, teacher schedules and PLC meetings with instructional coaches/administrators and ESE support personnel.
9. School administrators expect all staff to use person first language in all written and verbal communications.	Fully	School Documents- SIP, School Newsletter for teachers and families, Family nights, Family Resources that are sent home with students. School website with staff roster, staff handbook, parent and student resources as provided through Canvas and the BCPS 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	Interview questions reviewed/revised regularly to make sure they address the needs of SWD students.
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	Students with and without disabilities attend field trips, community-based career or vocational instruction and school-sponsored trips together. All bus arrivals and departures occur at the same time and location for students with and without disabilities.

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	All SWD have access to all school facilities and non-academic activities. All personnel advocate for the inclusion and full participation of SWD in school-sponsored activities. SWD participate in class field trips with same-age peers without disabilities. Separate, "ESE only" field trips are discouraged.
13. The school ensures all SWD are given equal consideration for honors, awards and other designations offered by schools.	Fully	Guidelines for participation as noted in information including school handbook, newsletters, flyers and websites are given to teachers, students and families, Lists including all honorees.
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	Data checks quarterly/discussions are conducted across school teams to identify PD and TA needs for staff. Staff is encouraged to seek PD to further develop their skill set to meet the needs of SWD through Learning Across Broward.
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	School's professional development plan, agendas/sign-in sheets from professional development and record of follow-up activities, master schedule (showing collaborative 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.	Partially Almost	Development of professional learning communities, planning and implementing behavior and visual supports, planning and application of curricular accommodations/modifications.

17. School administrators ensure collaborative planning time is included in staff schedules.	Fully	Master schedule, teacher lesson plans, agendas and logs from collaborative planning sessions, walk-through notes from teacher planning meetings.
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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.	Partially Beginning	Teacher schedules, teachers' lesson plans. Support facilitator collaboration with specials teachers as needed.
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	Lesson unit plans, curriculum maps from BCPS, walk through data, ongoing progress monitoring.
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	Professional Development schedules and sign-in sheets, meeting notes from MTSS meetings in FOCUS.
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	MTSS meeting minutes in FOCUS, classroom data/artifacts and graphs showing adjustments in instruction or 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	Progress monitoring data (FAST/STAR), MTSS meetings, classroom data and documents showing interventions for instruction and or behavior.
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	Guidance lessons, syllabus of anti-bullying and character education programs, self advocacy and determination.

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	Professional Development, Classroom Observations, BCPS curriculum, teacher lessons that incorporate technology/DI and us the principals of UDL
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 master schedule, teacher schedules, IEPs, classroom observations and administrative feedback.
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	Ongoing Professional Development on and off campus for paraprofessionals. School master schedule, student schedules, IEPs, classroom observations, teacher interviews and administrative feedback.

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 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	Master schedule, teacher lesson plans, classroom observations and walk-throughs.
29. The school ensures that family members of SWD are contributing members of school decision-making groups.	Partially Beginning	SIP meetings, Decision-making groups, rosters, meeting notes.
30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.	Partially Almost	Resources/learning opportunities available to families, surveys paper and on the school website, information provided in language(s) other than English.
31. The school ensures all school personnel invite families to provide valuable input in planning and problem-solving.	Partially Almost	Parent input on IEP's, meeting notes, emails, phone logs 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.	Partially Almost	Annually summary report of BPIE priority indicators and resulting efforts and outcomes.
33. The school uses a person-centered planning process for SWD.	Not Yet	There is an established protocol for facilitating a smooth transition for SWD from grade to grade and school to school. Transitional IEP beginning when student turns 12 in an IEP cycle.

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	Teacher, family and administrator interviews, district and school articulation plans, procedures and policies.
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School BPIE Assessment Priority Indicators

NOVA BLANCHE FORMAN 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 29. The school ensures that family members of SWD are contributing members of school decision-making groups.
- Indicator 30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.