

SBPIE Assessment

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

FAIRWAY ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 1641

Date Meeting Held: 9/1/2026

Initial Information

School Principal: Denise Dorsett

School Type: Elementary

FIN Trained Meeting Leader/Title: Lindsley Juste, ESE Liaison

Team Members Name/Title:

Lindsley Juste

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	The Leadership Team meets weekly to review and discuss student performance data in ELA, Mathematics, and Science. As the ESE Specialist, I recognize that our Students with Disabilities (SWD) did not demonstrate the academic gains our school anticipated last school year. In response to the data, I developed a targeted support plan to provide additional instructional support and strengthen student achievement. As part of this plan, I will provide push-in support within the general education classroom for students with disabilities. During instructional time, I will work with students in small groups while ensuring they continue to receive exposure to grade-level standards, curriculum, and instruction. This approach allows students to fully participate in core instruction while also receiving differentiated and targeted support based on their individual academic needs. Our ASD and SWD students receive ongoing support from ESE Support Facilitators, the Speech-Language Pathologist (SLP), and me as the ESE Specialist. Through collaboration with general education teachers and related service providers, we are working to ensure that students receive consistent and appropriate academic interventions and supports.

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 Beginning	The school has developed, and regularly monitors progress for, goals related to short- and long-term improvement efforts to implement and improve inclusive educational practices, as measured by the BPIE.
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	The school has a key person who oversees, coordinates, and monitors the implementation of best practices for inclusive education for all SWDs.
4. School administrators follow district guidelines for all SWD to have the same school choice options as their peers without disabilities.	Partially Almost	School administrators advocate for all SWDs to have the same school choice options as students without disabilities to ensure all SWDs receive educational services in their neighborhood school or school of choice.
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	School data reflect that all SWDs, regardless of the type or severity of disability, receive their education and related services in age and grade appropriate, heterogeneous, general education contexts 80% or more of the day.
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	School data reflect that all SWDs, ages 3–5, receive special education and related services in the regular early childhood (Pre- K) classes with peers without disabilities.

7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first.	Partially Almost	School administrators communicate expectations for all school personnel to share responsibility for all of the students in their building and consider all SWDs as general education students first
8. School administrators inform staff of resources to apply best practices for teaching students with disabilities in general education classrooms and natural contexts.	Partially Beginning	School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWDs.
9. School administrators expect all staff to use person first language in all written and verbal communications.	Partially Beginning	School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.
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	School administrators use job interview questions to appraise an applicant's knowledge of respect for and appreciation of differences in student learners and best practices for inclusive education, as applicable to the position.
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	School administrators advocate for all SWDs to be transported to and from school and community-based activities with students without disabilities attending the same school, except for those who have an IEP indicating a shortened school day.

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 SWDs have the same opportunities as students without disabilities to participate in all school sponsored, non- academic, age-appropriate activities including electives, sports, dances, clubs, field trip, school plays, community service activities, and graduation activities.
13. The school ensures all SWD are given equal consideration for honors, awards and other designations offered by schools.	Partially Almost	All students, including SWDs, are given equal consideration for recognition through honors, awards and other designations offered by the school.
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	School administrators analyze data to identify professional Learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.
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	School leaders provide job-embedded professional learning for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWDs.
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	School leaders facilitate job-embedded, technical assistance for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWDs.
17. School administrators ensure collaborative planning time is included in staff schedules.	Partially Almost	School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.

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	The ESE Specialist, service providers provide monthly updates with specific student information, instructional strategies to 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.	Partially Almost	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.
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	A multi-tiered system of student supports (MTSS) and problem-solving process is consistently used by school personnel to ensure progress in the general education curriculum, across all grades and settings, for all students with and without disabilities.
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	All instructional and related services personnel use formative assessment processes and tools to gather, analyze, and evaluate data about effective instruction and behavior interventions for all students with and without disabilities in general education and natural contexts.

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 of SWDs who spend less than 80% of their day in general education classes use formative assessment data to identify effective instructional and behavioral interventions that, when implemented in general education and natural contexts, allow SWDs to make progress toward meeting IEP and learning goals.
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	There is a school wide approach to facilitate positive, interdependent relationships and social responsibility among all students with and without disabilities across all general education and natural contexts.
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	There is a school wide approach for planning and implementing Universal Design for Learning across all instructional and non- instructional school contexts.
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	There are a variety of service delivery models in place, across all grade levels, to provide instruction and related services to SWDs in general education classes and natural contexts.
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	All paraprofessionals have received PL that includes clear descriptions of their work responsibilities and strategies for providing support to SWDs in general education classrooms and natural contexts.

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	All special education teachers are full, and collaborative members of a general education curriculum team.
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	I meet with the ASD, service providers and SWD teachers weekly to collaborate and discuss the needs of our students and see how they are doing academically and what else can we do to make sure that we are meeting our students needs and are successful by going over students' classwork, assessment and district test scores.
29. The school ensures that family members of SWD are contributing members of school decision-making groups.	Partially Beginning	Family members of SWDs are contributing members of school decision-making groups.
30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.	Partially Beginning	Learning opportunities and resources are provided to families of SWDs as a result of needs assessments and student data.
31. The school ensures all school personnel invite families to provide valuable input in planning and problem-solving.	Partially Almost	When communicating with families of SWDs, all personnel consider family members as a resource and obtain their input in planning and problem-solving.

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	Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel, and community members annually.
33. The school uses a person-centered planning process for SWD.	Partially Almost	The school uses a person-centered planning process for SWD.
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	School uses a team decision-making process to ensure SWDs transition from grade to grade, school to school, and district to district to ensure placement in the least restrictive environment.

School BPIE Assessment Priority Indicators

FAIRWAY 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 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.
- Indicator 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.