

SBPIE Assessment

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

ORIOLE ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 1831

Date Meeting Held: 10/24/2025

Initial Information

School Principal: Seporia Bolden

School Type: Elementary

FIN Trained Meeting Leader/Title: Andrea Taber, ESE Liaison

Team Members Name/Title:

Andrea Taber

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	Oriole Elementary school is able to identify barriers through RTI meetings, progress reports of students with disability, and monthly data chat meetings. Data chats are conducted in all classes to create strong accountability and high expectation of all students, including SWD.
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	Oriole Elementary school monitors progress for goals, related to long- and short-term improvement efforts to improve inclusive educational practices with the following: SAC meetings, SAF meetings, PTA meetings, monthly data chats, IEP meetings, and IEP reevaluation meetings.
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 ESE Specialist, ESE providers, and Autism Coach at Oriole Elementary school communicate and advocate for students with disability and implement best practices for educating all students including those with a disability. The ESE team is visible to provide support to all and go above and beyond to communicate with parents the progress of each student.

4. School administrators follow district guidelines for all SWD to have the same school choice options as their peers without disabilities.	Fully	All students at Oriole Elementary school have the full support from the school principal and assistant principal. This is evident by the number of students who, after attending our preschool program, prefer to ask for reassignment to stay in the same school. Oriole Elementary school has a wide range of diverse school population, and the school is equipped to provide educational services to all students. The ASD Special program has six teachers, students in the general education class, receive services from two ESE facilitators, and three speech pathologists provide assistance with speech and language.
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 at Oriole Elementary receive their education in an age-and-grade-appropriate, heterogeneous, general education classes. Students with severe disabilities mainstream to general education classes as they progress in their specific program.
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.	Fully	Pre-K students at Oriole Elementary are part of the Intensive and Specialized program where they receive ESE services but also participate in activities with peers without disability. They attend field trips, field day, awards ceremonies.

7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first.	Fully	School administrators at Oriole Elementary School communicate expectations to all personnel to share responsibilities for educating students with disabilities at the beginning of the school year during the training week. General and specials teachers (library, PE, art, Spanish, and Science) share instructional and behavioral support responsibilities for students with disabilities.
8. School administrators inform staff of resources to apply best practices for teaching students with disabilities in general education classrooms and natural contexts.	Fully	Data chats provide school administrator the opportunity to ascertain the level of resources needed in the classroom setting. The data chats always end with a small questionnaire asking teachers what level of support, both personnel and resource, they need to accomplish the established goals.
9. School administrators expect all staff to use person first language in all written and verbal communications.	Fully	At the beginning of the school year, administrators set a culture that is focused on communicating positive expectations for all. Administration understands the value of each student and employee on campus and take pride in greeting each of them by name.
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	Administration understands that the most influential action they take is bringing the best employees to our campus to reach our children.

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	The preschool program at Oriole Elementary School provides transportation services in collaboration with BCPS to ensure all students are transported to and from 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.	Fully	Our stance is that a if a SWD cannot attend an event, then no-one can attend. At Oriole Elementary School, we are a firm believer in equality and equitable decision making on behalf of all students.
13. The school ensures all SWD are given equal consideration for honors, awards and other designations offered by schools.	Fully	All award criteria at Oriole Elementary School are published in a clear fashion. Those qualifying are provided awards, regardless of their placement.
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	Teacher impact data drives decision making for professional development. All teachers are invited to participate in professional development sessions on site throughout our Professional Development (PD) committee. Additional district training is suggested for teachers that have evidence that need higher levels of support.

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	Oriole Elementary school uses the Brigance Assessment training for students working with SWD. ESE Specialist and autism coach use highly effective team members as means to share best practices with respect to data collection. Teachers K-5 receive training at the beginning of the school year on accommodations, how to embed the IEP goals within the classroom curriculum, the use and efficacy of visuals, and data collection for accommodations provided.
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	Oriole Elementary School provides training to teachers, ESPs, and parents regarding social stories, visuals, and modeling behavior management.
17. School administrators ensure collaborative planning time is included in staff schedules.	Fully	Grade levels have collaborative planning time each week. Grade level chairs have monthly team leader planning. Our ESE team from the ASD special program, meets with the autism coach monthly to review data, schedules, and assessments.

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	Specials teachers (art, PE, library, science, and Spanish) are invited to participate in trainings. When FBA-BIP documents are created for SWD, specials teachers are included on the training and are provided all the documentation needed to ensure consistency with respect and implementation and data collection.
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	Florida Standards provide the framework and foundation for all instruction.
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	MTSS meetings are held weekly in conjunction with the school psychologist, administration, reading coaches and teachers. Documents are created with the staff and data is reviewed quarterly to ensure high-quality implementation and follow through. Behavior plans are created for those in need of more invasive interventions.
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	Personnel have been trained in the use of formative assessment as a mean of gathering data to drive decision making. Teachers and coaches (reading and math) collaborate to generate decision in the best interest of student progress.

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	Students who are part of the special program who spend less than 80% of their day in general education classes, take part on formative assessment to help educators identify effective instructional and behavioral interventions that will eventually help the students take part of the general education fully.
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	Positive relationships and life skills are modeled by faculty every day. Students, regardless of their ability level, receive recognition from a variety of sources, Students exhibiting difficulties receive support from one of the two schools' counselors at Oriole Elementary,
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	Lessons are differentiated for a wide variety of levels and abilities. Teachers at Oriole Elementary use strategies and tools that students respond appropriately to. Students with disabilities who mainstream to general education classes from our ASD Special program are assisted by a paraprofessional who stays in the class while the mainstreaming takes place. For those students, the general education teacher documents daily the student progress and share the data with the ESE teacher.

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	Teachers at Oriole Elementary School are able to speak about the wide variety of ways they deliver services to students, regardless of classification or ability level. Teachers have weekly meetings to share best practices and use data to help guide the decision-making process.
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	Paraprofessionals at Oriole Elementary School are trained at the beginning of the school year and each day through modeling (by the ESE teachers, autism coach, and ESE Specialist); however, they do not participate in IEP meetings. If a student has a behavior plan, copies of all documentation, visuals, and data collection sheets are provided by the ESE Specialist.

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	ESE teachers collaborate weekly with their grade level counterparts. They review weekly standards and goals for the week. ESE teachers are never pulled from their regular scheduled classroom schedules to attend other meetings on campus.
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	Teachers at Oriole Elementary School work together with general education teachers (weekly grade level meetings). Although academic gaps exist, same standards are provided to all students, regardless of eligibility.
29. The school ensures that family members of SWD are contributing members of school decision-making groups.	Fully	Family members of SWD are invited and participate in all school events. In addition, parents of SWD participate in Oriole's School Advisory Council (SAC) meetings every quarter. The SAC meetings participate in school decision-making groups.
30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.	Fully	Data sources such as parent surveys are provided to all students, including SWD. School website and weekly principal phone calls keep parents informed of ongoing learning opportunities, not only at Oriole Elementary School, but with Broward district as well.

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31. The school ensures all school personnel invite families to provide valuable input in planning and problem-solving.	Fully	ESE teachers provide the parents of SWD the opportunity to learn about their child's progress in class with the use of a daily note. This daily note allows parents of SWD the opportunity to be an active member of the problem solving when it comes to educating of children with disabilities. Open house during the first month of school allows parents to learn about resources and provides opportunities for the parents to be an active member of the learning process.
32. The school provides regular reports on the progress of implementing best practices for SWD with families, school district staff, and community members.	Fully	The last School Advisory Council (SAC) provides all parents of SWD and school personnel the opportunity to learn about the inclusive practices that took place during the school year. Open house during the first month of school gives principals the opportunity to share with parents' activities and events for the year.

33. The school uses a person-centered planning process for SWD.	Fully	Oriole Elementary School puts individuals at the center of the decision-making process regarding their child's life goals and support services by addressing matriculation during their IEP meetings. flyers with information on transition services are provided to all fifth graders matriculating to middle 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	ESE annual IEP meeting and matriculating meetings, allow the parents of SWD the opportunity to discuss their child's progress in the annual IEP meetings. Grades, transition to the next grade level. For those students matriculating to middle school, the matriculating school is invited to all the meetings, and the matriculating school has the opportunity to learn about the middle school schedule, electives, and more.

School BPIE Assessment Priority Indicators

ORIOLE 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 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.