

SBPIE Assessment

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

BANYAN ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 2001

Date Meeting Held: 9/9/2025

Initial Information

School Principal: Lisa Campolo

School Type: Elementary

FIN Trained Meeting Leader/Title: Melissa Glynn, ESE Liaison

Team Members Name/Title:

Lisa Campolo, Assistant Principal, Jennifer Harrison ASD 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.	Partially Almost	Inclusive Scheduling IEP Meetings RTI Meetings Data Chats Student Data Folders
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	School Improvement Plan (SIP) BPIE Assessment Data Chats SAC/SAF Meetings PLCs Faculty Council Leadership Meetings Team Meetings School Website Parent & Family Engagement Survey
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	School administrators, ESE Specialist, Instructional Coaches, and ASD Coach

4. School administrators follow district guidelines for all SWD to have the same school choice options as their peers without disabilities.	Fully	ASD Program increased from K-1 to K-4 Leadership Meetings Reassignment McKay Scholarship Step Up Program
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	Inclusive Class Scheduling Inclusive ELO ESE Support Facilitator and Resource Teacher schedules Speech-Language Pathologist Schedule
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	Lesson Plans include curriculum adaptations. Supports and interventions are provided through related services through two SLPs and OT. Supports and interventions are determined at IEP meetings. Developmentally appropriate behavior supports are provided by ASD Coach, District Behavior Specialist, and District Curriculum Specialist. PMATS monitor progress of SWD (3-5 year olds) in special education.

7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first.	Partially Almost	Faculty Meetings SAC/SAF Meetings School Newsletter "A" for all students – SWDs are everyone's responsibility. Teacher Survey Teacher/Paraprofessional Schedules
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	PLCs Technology Purchasing Intervention Materials.
9. School administrators expect all staff to use person first language in all written and verbal communications.	Fully	Written/Verbal Communication Utilizing students' names rather than a label
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	School administrators need to formulate job interview questions that assess knowledge and beliefs of inclusive educational practices.
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	ESE Specialist and transportation liaison ensure safety of all students, including SWDs, and identify potential problem areas. Transportation liaison monitors and supervises the bus area during arrival and departures.

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 Beginning	SWDs participate in class field trips with same-age peers without disabilities. All families of SWDs receive information about all school-sponsored activities and non-academic activities.
13. The school ensures all SWD are given equal consideration for honors, awards and other designations offered by schools.	Fully	Quarterly award ceremonies and end-of-the-year achievement parties.
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 Beginning	Administrators analyze data from classroom observations. PLCs Professional Development (PD) facilitated by district and school support personnel. Additional training is needed for new staff and ESPs.
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	Master schedule allows for team collaborative planning time after school. PLCs and PDs include effective inclusive best practices. Strategies for effective inclusion are provided/modeled in the classroom setting utilizing the coaching cycle.

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	Instructional coaches and TIER mentors provide ongoing follow up, coaching and feedback to teachers and teams. District provides outside resources, such as FIN, FDLRS and CARD.
17. School administrators ensure collaborative planning time is included in staff schedules.	Partially Almost	The school master schedule reflects collaborative planning time for collaborative teaching teams. Professional Planning Days (PPD) PLCs

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	ESE Specialist and/or ASD Coach is available to observe students during class and discuss accommodations, modifications or other appropriate supports for students. Informal meetings between special elective teachers and special education teachers occur. Electronic communications between special elective teachers and special education teachers occur when consultation is needed to implement strategies that support the learning of all SWD in their classes.
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 Beginning	Lesson plans include Florida B.E.S.T. Standards as the foundation for instruction of all SWDs, including those with a significant cognitive disability. Special education teachers develop IEP goals and assess progress toward meeting those goals quarterly.
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	Weekly RTI meetings with the Collaborative Problem-Solving Team. Parents are provided information and invited to RTI meetings to understand tiered interventions for their child.

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.	Not Yet	The Resource Teacher and ESE Support Facilitator have expertise in gathering and analyzing student data and provide ongoing support in the use of formative assessment processes.
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 Beginning	Teachers of students in self-contained settings use formative assessment and observation data to increase time SWD receive instruction in the general education classes. All students in self-contained settings are given instruction in natural contexts, such as the cafeteria, media center, music, recess, and physical education. Special education teachers are beginning to use formative assessments to monitor students progress.
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	Lesson focusing on life skills and wellness, anger management, conflict resolution, bullying prevention, and BCPS character traits are provided by the school counselor and/or media specialist.
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 Beginning	Lessons are presented in visual and oral formats. Appropriate response time is given for SWD to participate. Setting of the classroom environment should be age-appropriate. Teacher are in need of differentiated instruction training.

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 Beginning	Related services are provided in general education classes and natural contexts: language therapy is provided to SWDs in the classroom and in small groups. SWD students are scheduled first when developing the master schedule. Teacher evaluation system. ESE Support Facilitator provides specialized instruction according to the IEP.
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	The roles and responsibilities of paraprofessionals are clearly outlined and communicated by administrators and teachers. Teachers and paraprofessionals discuss strategies and methods to provide individual supports to SWD in general education classrooms and natural contexts. Administrators and teachers monitor the activities of paraprofessionals to evaluate the effectiveness of supports provided to SWD.

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	Special education teachers are active members in their grade level team. PLCs and PPD Special education teachers collaborate with general education teachers to share and implement instructional decisions made by the team. All team members receive minutes of team meetings and have input into decisions when not available to attend in person.
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	Grade level team planning after school once a week. Teacher lesson plans show collaborative planning. Classroom walkthroughs. Teachers share roles/responsibilities.
29. The school ensures that family members of SWD are contributing members of school decision-making groups.	Fully	Active members of the PTA ESE Parent Representative on the School Advisory Committee (SAC) Parent and Family Engagement Survey

30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.	Fully	Parent and Family Engagement Survey School Climate Survey ESE Meetings School Newsletter School Website Family Nights Multiple Language Flyers distributed
31. The school ensures all school personnel invite families to provide valuable input in planning and problem-solving.	Fully	School Newsletter Parent meetings/conferences Class Dojo Parent Input Forms Progress Reports
32. The school provides regular reports on the progress of implementing best practices for SWD with families, school district staff, and community members.	Fully	Parent survey results along with SIP outcomes are shared multiples times per year.
33. The school uses a person-centered planning process for SWD.	Partially Beginning	Review and analyze data to develop IEPs, RTI, interventions and 504 plans.

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 Meetings RTI Meetings 504s Articulation Incoming 6th grade orientation at neighborhood schools. Extended School Year opportunity and transportation.
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School BPIE Assessment Priority Indicators

BANYAN 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 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.
- Indicator 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.