

SBPIE Assessment

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

HORIZON ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 2531

Date Meeting Held: 4/30/2025

Initial Information

School Principal: THADDEUS SMITH

School Type: Elementary

FIN Trained Meeting Leader/Title: Veronica Halac, Autism Coach

Team Members Name/Title:

Veronica Halac, ASD Coach

Thaddeus Smith, Principal

Craig Guy, Assistant Principal

Daniel Martinez, ESE Specialist

Jenelle Edmund-ESE Support Facilitator

July Gaines, Parent

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	*Individual Education Plan Goals are tracked at least 3 times per week and periodically analyzed to improve instructional practices and hence, student success. Progress reports are sent home quarterly. *Data collected from quarterly norm-reference assessments results, such as i-Ready and STAR/FAST is analyzed during quarterly data chats grade level by grade level, class by class, and student by student. *Non-evaluative walk-throughs by grade bands are conducted by weekly and feedback with observation and wonderings is discussed with the teachers. *IEP data is collected and analyzed by the teacher weekly. Interim meetings are held as needed, at least a yearly IEP meeting is conducted. *RTI process is conducted for curricular and for behavioral needs.

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	*The School Improvement Plan is detailed in the school's website. *BPIE is tracked regularly by the leadership team and renewed every 3 years. *Parents are invited to share their ideas and concerns through surveys and interviews and furthermore, through spontaneous visits to the principal's office; the school leadership has an open door policy when it comes to parent's input. *SAC meetings are conducted monthly.
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	Our key person is our ESE Specialist. He serves as the principal's designee for all exceptional student education (ESE). The ESE Specialists coordinates required ESE meetings, provides information to school-based personnel on a variety of topics to include updating staff on policy changes. He assists regular education teachers of students with disabilities to implement the IEP (Individual Education Plan) and monitor progress of IEP goals. He assists the staffing committee members in developing appropriate IEPs and ensures parents receive draft IEPs for all annual reviews. He meets with ESE curriculum supervisors monthly with regard to curricula, related services and program delivery systems for students with disabilities. Furthermore, he provides explanations to parent(s) of the Procedural Safeguards as well as the availability of resources within the District to meet the unique needs of the student. He conducts efficient and productive IEP meetings, in which all participants feel valued and heard.

		The ESE Specialist assists in identifying, reporting and correcting IDEA compliance concerns and reports all compliance concerns directly to the school-based leadership in order to correct compliance errors identified internally (within the school) and externally, in accordance with federal, state and local laws, rules, policies and procedures. He communicates effectively with parents, colleagues and other stakeholders to ensure that IEPs for students with disabilities are implemented with fidelity and utilizes the electronic management system to generate IEP documents.
4. School administrators follow district guidelines for all SWD to have the same school choice options as their peers without disabilities.	Fully	*SWDs represent 41% of the school population; these students are part of the Gen. Ed classes and/or are part of the school's Special programs (ASD, Pre-K). *Our school is equipped to provide educational services to all students; our motto is "Every student, every day, whatever it takes". *SWDs and their parents are happy and proud of the services that the school provides. *Open seats are offered equally to students with and without disabilities. School choice students are expected and welcomed.

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	SWD's participate in all school wide events and in all grade level events. SWD's access the Gen Ed. curriculum with accommodations/modifications, follow the same IFC and the same Scope and Sequence. SWD'S assessments are scheduled in such a manner that all accommodations needed are provided to ensure the best possible outcome. SWD's participate in Inclusion and Mainstream curricular programs. SWD's participate in all school/grade level wide events.
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	*Our VPK classes include students with disabilities. Not every student with an IEP is removed from the VPK program and placed in our Specialized or Intensive Pre-K classes. *IEP Goals and Accomodations are provided to ensure that every student succeeds. *SWDs in Intensive, Specialized, and Behavior Pre-K programs have inclusion minutes with their grade level peers across school settings, events, field trips, and events. *Inclusion minutes are reflected in the SWD's IEPs.
7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first.	Partially Almost	*Reading and Math coaches are actively involved in supporting SWDs in separated classrooms and in Gen. Ed. classrooms. *ASD coach supports Gen. Ed teachers and their SWD's. *Support personnel support all classes including the ones in the Special programs and the ones without SWDs.

8. School administrators inform staff of resources to apply best practices for teaching students with disabilities in general education classrooms and natural contexts.	Fully	*Every student receives access to Gen. Ed. curriculum materials. *Interventions and remediation curriculums and resources are in place to support diverse learners. *The school Principal is open to using the school budget to buy educational resources to support every single student. *The principal supports TDAs for all teachers to improve their professional practices.
9. School administrators expect all staff to use person first language in all written and verbal communications.	Fully	Our School Principals refers to SWD's using "person first language". This can be heard in his verbal (school meetings and conferences with parents and teachers) and written (emails and flyers) communication. He models the language that he believes to be correct when referring to students with disabilities.
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	*A questionnaire was created in order to unify questions across candidates (addition to the questionair is non mandatory flexible. * To appraise an applicant's knowledge and believes, the following are some areas that are asked during an interview SWD knowledge Inclusionary Practice Differentiated Instruction Team Player Interpersoal/Communication Skills

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	*Daily transportation to and from school is provided to all SWD and their siblings if necessary. *During field trips, SWDs travel together with SWOD on the same bus. *Field trip coordinator ensures speedy and safe transportation 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	*Special Olympics Soccer team "The Mighty Hurricanes" is formed by SWDs and SWOD. *Social Group "Horizon Best Friends" formed by SWDs and SWOD. *School Assamblies. *Strategically planed Inclusion and Mainstream practices. *Yearly school wide Autism Acceptance Walk (We had our 7th one this school year). *School wide dances. *Grade level field trips and special events. *Specials. *Lunch Pals.
13. The school ensures all SWD are given equal consideration for honors, awards and other designations offered by schools.	Fully	Every student receives an award at the Honor Roll Ceremonies for all grade levels and students.

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	*Support provided to teachers on a ongoing basis. *Training for continued education in best practices is encouradged and celebrated. *Quarterly data chat by class and by individul students result inthe implementatation of remediation intervention to close gaps. *District personnel is saught for and invited to offer in campus support and trainings for all teachers. *Walkthroughs are done regularly including classes with students with and without dissabilities.
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	*ESE Specialist, ASD Coach, and Behavior Tech participate in district organized monthly meetings with across the district fellow professionals. *Paraprofessional and teachers are encouradged to participate in development trainings. *Emails informing about virtual university trainings *Schoolwide PLCs.
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	*ESE Specialist and ASD Coach collaborate to create necessary PDs determined by needs assessment/walkthroughs conducted. *Lesson plans are created and implemented across grade levels. *Minutes from meetings are available *School Improvement Plan alignes to the State School Improvement Plan.

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. *Administrators provide structures for release time for planning. *There is evidence that lesson plans are developed collaboratively and include shared roles and responsibilities for instruction and assessment.
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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 Almost	*All Specials teachers (Art, Music, Media Center, and PE) have several SWD in their classes. ESE teachers and the ASD Coach, and the school administrators are available to observe students during class and discuss accommodations, modifications or other appropriate supports for students in order to improve their practices and to increase student participation. *All Specials teachers (Art, Music, Media Center, and PE) receive a copy of the student's PBIPs and elopement plans. *Visuals and Augmentative communication devices are present in all Specials classes (Art, Music, PE, and Media Center).

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	*IEP goals and objectives for all SWD are aligned to the state standards. *Students with the most significant cognitive disabilities are enrolled on Access Points classes. *Teachers modify learning goals and instruction for students with the most significant cognitive disability using the same, or similar, age-appropriate materials as those used by SWOD. *Standard academic curriculums are adapted or modified to ensure student access to the curriculum and participation. *Accommodations indicated in the student's IEPs are provided across school settings and teachers.
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	RtI procedures: All teachers trained in the process for strategies and referrals in the areas of curriculum and behavior. More paraprofessionals (IDEA funds) to support student improvement. FBA when needed for behavior support. *The school's MTSS framework also addresses the needs of students with the most significant cognitive disabilities. *FBAs are conducted as soon as deemed necessary. PBS plans may be created and implemented after conducting FBAs. *There is a school wide PBS plan.

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	*FBA/PBS *Trials for alternative communication devices and tools. *Broward CompAss Abridged Form. *KTEA-3 (Assessment for Academic Skills) done by School Psychologist. * OWLS-II (Written Language Scale) *PLS-5 (Preschool Language Scales). - SSI-4 (Stuttering Severity Instrument)
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	* Assessment tools such but not limited to DAR, Key Math, i-Ready Math and Reading, provide the necessary data to adjust the SWD's teaching and learning path. *Interventions and Remediation curriculums are used to support all SWD's resulting in these students reaching their IEP goals and making meaningful learning gains in all curricular areas.
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	*School-Wide Behavior Plan. Visuals displayed around school *Guidance counselor providing hands-on support to teachers and students. *SEL Training. *Shared activities across school initiatives. If Gen Ed students participate, then SWDs are also participating.

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	*Teachers utilize Integrated Technology, Intensive Curriculum Supports, and UDL Research-Based strategies to accommodate the needs of every single student. *Visual schedules are utilized in all ASD Special Programs classrooms as well as Individualized Schedules in General Education Classes. *Collaboration with the school's designated Occupational therapist to provide strategies and supports for students in the area of independent functioning. *Annual ordering of pencil grips, noise-cancelling headphones, visual overlays, highlighted paper, graph paper, velcro, laminating and other low-tech strategies for SWDs *AT request process for students requiring hightech software or devices *In house trainings for use of alternative communications devices to teach/learn the curriculum. All classrooms with SWD have access to these devices.
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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	*ESE teachers, SLPs, OTs, and PT collaborate and have a "whole child" approach when planning and teaching skills to the students. *Evidence of modified/accommodated lesson plans is evident. *Related service providers actively participate in PDs, Team Meetings, IEP meetings and special events. *Support models to include Support Facilitation and Consultation in multiple areas. *Zone Defense Plans are carefully created in order for all minutes and services to be provided to each student. *RBTs (PIP) are welcomed and supported. The more the merrier!. A meeting with expectations and guidelines is conducted at the beginning of every school year. Regular meetings with BCBAs result in the extinction of many undesired behaviors.
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	*Monthly meetings with ASPs to collaborate on best practices. *Open daily communication and support. *Paraprofessionals attend PDs on Behavior and about the needs of our SWDs. *Paraprofessionals are provided with IEPs and FBA/PBIPS of students in their class. *Site-Based Professional Development. *Individual meetings with ASPs when needed.

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	*Grade level teams including the teachers who have SWDs meet weekly for collaborating and for planing. *Curriculum IFCs and scope and sequence are aligned across grade level classes including the classes with SWDs. *Professional Learning Communities include not only the teachers of SWDs but are focused on ESE topics. *Gen Ed teachers are active participants in their SWD's IEP processes.
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	*Weekly team meetings include all grade level teachers (ASD/Gen Ed) *Post observation meetings with principals. *Grade level chats on accommodations for Gen Ed and SWDs *Teachers actively participate and collaborate in updating IEP levels of performance and goals.
29. The school ensures that family members of SWD are contributing members of school decision-making groups.	Fully	*Family members are contributing members of the school decision making groups. *Decision making groups such as but not limited to PTA, SAC, IEP Team, 504 Team, EP Team, Individual student's data chats during parent/teacher conferences, and FBA team.

30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.	Fully	*Alternative/augmentative communication devices and visuals are present and used in every classroom with SWDs. *Individual daily schedules for each SWDs. *Every student gets an individual lap-top to access the curriculum. Students may take a lap-top home to complete homework assignments. *Students who use hearing aids, are supported by their classroom teachers. They are reminded of how to clean them and when to wear them. Teachers collaborate with the SBBC audiologist to ensure that the device works properly. *Schedule of ongoing learning opportunities is provided to all families via newsletter, website, emails, etc. *School staff speaks diverse languages and are enthusiastic about speaking to parents in a language that they can understand.
31. The school ensures all school personnel invite families to provide valuable input in planning and problem-solving.	Fully	*Most of the IEP document call for daily communication with the parents. *Teacher and parents exchange email and phone number to keep open lines of communication. Class Dojo is a very popular communication tool among the teachers here at Horizon. *Parents are active participants in several processes. Their input is valuable information used in daily practices, FBAS/PBIPs, IEPs, ep's, 504s, and in the provision of ESY services. *Parents are informed about the possibilities of bringing and RBT as a PIP to service their children during school hours.

32. The school provides regular reports on the progress of implementing best practices for SWD with families, school district staff, and community members.	Fully	* We complete a BPIE Assessment every 3 years. *Based on the BPIE, we plan improvements efforts. * We were happy to share with all stakeholders how SWDs made quantitative learning gains that assisted the school to go from a C school to an A school.
33. The school uses a person-centered planning process for SWD.	Fully	* All students in 5th grade attending the ASD program, participate in inclusion minutes on a daily basis, in all curricular areas. This practice gets them ready for transitioning into Middle school. They get to transition from classroom to classroom and to be exposed to learning from more than one teacher at the time. Furthermore, they interact with more peers in their grade band. *SWDs get to visit their middle school (planned field trip) in preparation for their transition. *Matriculation meetings are held with the parents as students exit ESE programs (Pre-K and 5th gr).
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	*State Process is followed to place students in a more restrictive environment. With the support of our ESE Program Specialist, we analyze the evidence and hold conferences with the parents to make informed decisions. *We have placed students in Center schools and taken students off Standards. These placements resulted in less undesired behaviors and in higher learning gains.

School BPIE Assessment Priority Indicators

HORIZON 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 7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first.