

SBPIE Assessment

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

MORROW ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 2691

Date Meeting Held: 6/2/2026

Initial Information

School Principal: LAUREL CROWLE

School Type: Elementary

FIN Trained Meeting Leader/Title: Denise Dowdie, Special Education Team Leader

Team Members Name/Title:

Denise Dowdie - ESE Specialist
My D. Nguyen - Guidance Counselor
Tamika Davis - General Education Teacher/Parent
Injiyl Gates - ESE Support Facilitator
Jo-Ann Brazle - ESE Support Facilitator
Linda Alcineus - Autism 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.	Fully	Data from state District and school assessments Support Facilitator Schedule FAST Testing Schedule Data Cards/Data Chats Observations from Classroom Walkthrough
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	BPiE School Improvement Plan
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	ESE Specialist - responsible for coordinating the caseload of students with disabilities Staff Roster School Website
4. School administrators follow district guidelines for all SWD to have the same school choice options as their peers without disabilities.	Fully	Field Trip to Feeder School Surveys Emails Matriculation Meetings
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 IEPs Class Rosters

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	Schedules of SWD, ages 3–5 Recess and Lunch Schedules
7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first.	Fully	Teachers' Schedule PLCs Safe Team Notes & Roster
8. School administrators inform staff of resources to apply best practices for teaching students with disabilities in general education classrooms and natural contexts.	Fully	Achievement Data for all SWD Schedules of Teacher Planning Time Minutes from planning meetings with support personnel
9. School administrators expect all staff to use person first language in all written and verbal communications.	Fully	School documents (e.g., improvement plan, newsletters) Job Interview Questions Emails
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	Job interviews with prospective teachers
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	Bus Schedules and Rosters Field Trip Documentation Email Documentation Bus logs
12. The school ensures SWD have the same opportunities as other students to participate in all school-sponsored activities, like electives, sports, dances, clubs, field trips, plays, community service, and graduation events.	Fully	Student Schedules Students Participate in Pep Rallies, Moving-up Events Teacher Observations in Recess and Lunch

13. The school ensures all SWD are given equal consideration for honors, awards and other designations offered by schools.	Fully	List of honorees and award recipients Team Meeting Notes
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	Agendas/Sign-in sheets from Professional Learning Classroom walkthrough data Notes from Literacy Coach, Math Coach, Support Facilitator
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	School's Professional Learning Plan Agendas/Sign-in
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	Professional Development Sign-In Sheet
17. School administrators ensure collaborative planning time is included in staff schedules.	Fully	Master Schedule Teachers' Lesson Plans Agendas and Logs from Collaborative planning sessions Notes from Teacher Planning meetings

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.	Not Yet	Teacher schedules
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	Lesson Plans IEPs
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	Minutes of MTSS meetings Schoolwide PBIS plans
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	Present Levels of Performance Checklist iReady Reading and Math Progress Learning MTSS meeting minutes
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	MTSS meeting minutes iReady Reading and Math data Progress Learning data IEPs
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	Peer support roster Anti-bullying program Character education programs

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	Classroom observation Lessons reflect use of technology Adaptive seats FM systems
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	School master schedule Student schedules IEPs Classroom observations
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	Professional learning logs Paraprofessional schedules Paraprofessional Interviews & Evaluations

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	Professional Learning Community Curriculum Team meeting Schedules
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	Master Schedule Teacher lesson Plans Classroom observation or walkthrough Coaching logs
29. The school ensures that family members of SWD are contributing members of school decision-making groups.	Fully	SAC minutes Family Night events - Sign-in Sheets
30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.	Fully	List of resources/learning opportunities available to families Survey samples and results Samples of information in languages other than English Interpreters for IEP meetings
31. The school ensures all school personnel invite families to provide valuable input in planning and problem-solving.	Fully	Introductory letters sent out by teachers Home notes Phone logs IEP meetings
32. The school provides regular reports on the progress of implementing best practices for SWD with families, school district staff, and community members.	Not Yet	Annual summary report of BPiE priority indicators School Improvement Plan outcomes
33. The school uses a person-centered planning process for SWD.	Partially Beginning	IEP/Matriculation meetings IEPs

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 Beginning	IEP/Matriculation meetings
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School BPIE Assessment Priority Indicators

MORROW 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 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.
- Indicator 32. The school provides regular reports on the progress of implementing best practices for SWD with families, school district staff, and community members.