

SBPIE Assessment

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

J. P. TARAVELLA HIGH SCHOOL

District Name: Broward

MSID Number: 2751

Date Meeting Held: 10/30/2023

Initial Information

School Principal: Mary De Armas

School Type: Not yet assigned

FIN Trained Meeting Leader/Title: Anita Natale, Assistant Principal

Team Members Name/Title:

Anita Natale Assistant Principal/ESE parent

Floride Coicou ESE specialist

Monica Santana Teacher/ESE parent

Semetria Moten Behavior Specialist

Ashley Cordova ESOL Coordinator

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	State, district, and school assessments, observation, IEP meetings, grades progress reports.
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	Observation, IEP meetings, SAC meetings, website, Canvas page
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 and ESE team, PLC roster
4. School administrators follow district guidelines for all SWD to have the same school choice options as their peers without disabilities.	Fully	Schedules, matriculation meetings, learning lab and testing supports, clubs and activities rosters.
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	Student schedules, IEP, clubs and activities.
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.	No Pre-K	
7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first.	Fully	teacher schedules, training and faculty meetings, observation, inclusion in all school activities

8. School administrators inform staff of resources to apply best practices for teaching students with disabilities in general education classrooms and natural contexts.	Fully	textbook materials, supplemental materials, differentiated instruction, assistive technology, accommodations.
9. School administrators expect all staff to use person first language in all written and verbal communications.	Fully	emails, IEPs, letters home, ESOL rep., translators.
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	Interview guidelines and ESE staff interview process
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 roster, field trip documentation, communication.
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	information shared with all students through agendas, emails, flyers. Students involved in all assemblies, field trips, clubs, dances, school social gatherings, and ceremonies.
13. The school ensures all SWD are given equal consideration for honors, awards and other designations offered by schools.	Fully	Review of awards, award ceremonies, and graduation inclusion.
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	Review of training, staff development, and PLC meetings
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 professional development, district professional development, state professional development, 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	Documented support, PLCs
17. School administrators ensure collaborative planning time is included in staff schedules.	Fully	PLC meetings, common planning, planning day agendas

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	Observations, schedules, IEPs, push in supports.
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	Observations, lesson plans
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	Review RTI schedule, BASIS, and TERMS
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	RTI data, FBA/PBIPS, and IEPs.
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	Goals, assessment data, IEP meetings, progress monitoring, and goal setting.
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	SPBP, special Olympics, best buddies, assemblies

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	Teacher lesson plans, IEPs, classroom observations
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	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	District trainings, job descriptions, emails, related training on the use of specific devices.

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	meeting agenda, emails, PLCs, collaboration and 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	Lesson plans, PLC meetings, classroom observations
29. The school ensures that family members of SWD are contributing members of school decision-making groups.	Fully	SAC minutes and membership, PTSO, IEP meetings, conferences
30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.	Fully	Transition meetings and information, resources information provided to parents, IEP meetings, flyers
31. The school ensures all school personnel invite families to provide valuable input in planning and problem-solving.	Fully	IEP meetings, parent conferences, parent and teacher input
32. The school provides regular reports on the progress of implementing best practices for SWD with families, school district staff, and community members.	Fully	SAC meeting and SIP
33. The school uses a person-centered planning process for SWD.	Fully	IEP goals, student interviews
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	District and school articulation plans, procedures and policies, student schedules

School BPIE Assessment Priority Indicators

J. P. TARAVELLA HIGH 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 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.