

SBPIE Assessment

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

WELLEBY ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 2881

Date Meeting Held: 6/5/2025

Initial Information

School Principal: Furat Molaka

School Type: Elementary

FIN Trained Meeting Leader/Title: Furat Molaka, ESE Liaison

Team Members Name/Title:

Furat Molaka

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	F.A.S.T. PM3 data as evidenced by 2024 results reflected a percentage of 56% in relation to SWD (ELA)
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 Beginning	ESE parent stakeholder surveys
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	Staff handbook
4. School administrators follow district guidelines for all SWD to have the same school choice options as their peers without disabilities.	Partially Almost	Percentage of students with SWD that return successive years to Welleby in light of not living within the boundary (on reassignment)
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.	Partially Beginning	The percentage of SWD from the K-2 ASD cluster that currently receive inclusion services has increased from the 2024 school year.
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	Teacher lesson plans reflect curriculum interventions as well as adaptations across the vpk classes.

7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first.	Partially Beginning	Teacher schedules allow for collaboration during PLC's and faculty meetings that support inclusionary practices.
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	Teachers use differentiated reading materials such as commonLit to address all exceptionalities.
9. School administrators expect all staff to use person first language in all written and verbal communications.	Partially Beginning	Staff handbook job interview questions reflect the use of person first language Department chair meetings reinforce the use of person first language
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 Almost	Job Interview questions across all positions are related to themes of inclusion and using person first language.
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.	Partially Almost	Field trips and their respective buses include general education students along with SWD who attend the field trips together across all grades preK-5.
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 Almost	SWD go to recess with general education peers. Furthermore, SWD participate in before and after school activities, including chorus and step team. Diversity training provided to staff during planning week.
13. The school ensures all SWD are given equal consideration for honors, awards and other designations offered by schools.	Partially Almost	Staff handbook SWD recognized during honor assemblies along with their general education peers.

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	PD opportunities disseminated throughout the school year that offer trainings on inclusionary practices to all faculty/staff.
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 Beginning	School's Development plan indicates opportunities for professional development designed for all faculty/staff on inclusionary practices and SWD.
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 Beginning	Trainings offered to staff as well as PLC's that are designed across grade levels that include both general education teachers as well as teachers of self-contained SWD classrooms.
17. School administrators ensure collaborative planning time is included in staff schedules.	Partially Beginning	PLC's and teacher lesson plans both reflect an inclusionary practice and collaboration across various grade levels.

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	PLC's are designed to include special area teachers as well as speech/language therapists and other service providers across grade levels to provide opportunities for collaboration, including sharing of best practices related to SWD.
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 reflect an approach grounded in standards-based instruction across all grade levels.
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 Beginning	MTSS personnel are embedded across PLC's in supporting teachers/staff.
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.	Partially Beginning	MTSS team minutes reflect that differentiated literacy resources are implemented across all grade levels for both students with and without SWD.
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	IEP quarterly progress reports indicate that more than 50% of students currently are expected/scheduled to exceed their respective annual goals.

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.	Partially Beginning	Character education programs recognize students with SWD. School beautification initiatives includes students in self contained as well as general education classes working together.
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	Lesson plans reflect the use of technology as notated in various IEP's across grade levels.
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	SWD classes are scheduled first in light of the master schedule.
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	Paraprofessionals engage and receive opportunities for PD throughout the school year, including topics associated with meeting the needs of 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.	Partially Beginning	Curriculum teams are comprised of various grade level members and collaborate amongst themselves as it relates to best practices servicing SWD.
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 Beginning	Classroom observations are indicative of a consistency of grading procedures across some grade levels.
29. The school ensures that family members of SWD are contributing members of school decision-making groups.	Partially Beginning	SAC and PTA members are diverse in nature, with some representing parents of SWD.
30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.	Partially Beginning	Emails provided to families of SWD that reflect various workshop opportunities, district initiatives, and community based agencies/resources across various exceptionalities.
31. The school ensures all school personnel invite families to provide valuable input in planning and problem-solving.	Partially Beginning	Teachers regularly communicate with families of SWD through a number of mediums, including daily communication logs/reports.
32. The school provides regular reports on the progress of implementing best practices for SWD with families, school district staff, and community members.	Partially Beginning	Priority indicators suggest that more training in the area of servicing K-2 autism cluster classroom may be impactful in improving outcomes.

33. The school uses a person-centered planning process for SWD.	Partially Beginning	Procedures exist at the school level in an effort to ensure a smooth, support-based approach to meeting the needs of SWD in light of grade level progression(s) from pre-K to grade 5.
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	Planning week meetings for all faculty/staff working with SWD and their respective IEP's.

School BPIE Assessment Priority Indicators

WELLEBY 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 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.
- Indicator 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.
- 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.