

SBPIE Assessment

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

THURGOOD MARSHALL ELEM. SCHOOL

District Name: Broward

MSID Number: 3291

Date Meeting Held: 5/23/2023

Initial Information

School Principal: MICHAEL BILLINS

School Type: Not yet assigned

FIN Trained Meeting Leader/Title: Trishia Wolfe, ESE Specialist

Team Members Name/Title:

Michael Billins- Principal

Deborrah Bell- Assistant Principal

Theresa Lockhart- General Education Teacher

Kesha Ford- 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	FAST data shows students' academic improvements: The resources that are provided include: Saturday school, afterschool activities, ELO camp; Push in and Pull Out with ESSIR, AP, Principal, data analysis meetings, IEP meetings, individual meetings with teachers to discuss student IEPs.
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	Principal report, the SAC chair does an academic data review/update, support staff meetings to analyze data to meet student achievement goals, student progress reports that comes home to parents to monitor the success of the student in the class. The school offers Real Men Read, partnership breakfasts, school stakeholders are consistently involved in planning activities with the school.
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	Push in and pull-out groups, PLC's, staff handbook, the SIP Plan, Guidance department meets with students, Team planning.
4. School administrators follow district guidelines for all SWD to have the same school choice options as their peers without disabilities.	Fully	Request for additional district support for inclusive scheduling, fully functional ESE team, school provides translators to assist with parents of other languages. provides information in various languages and discuss resources available at the school.

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	We allow the students to participate in school wide academic activities. We create an inclusive classroom environment i.e., the students are not clustered together by their disability, they are placed in classes with their gen ed peers to learn from one another academically and socially.
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	The general education preschool program and the specialized preschool program participate in all school-based activities. The pre k specialized teacher completes progress reports quarterly and both pre-k programs, gen ed, and specialized pre-k complete daily reports to the parents regarding students' progress. All students receive interventions built in the curriculum or with specialized and/or direct services, i.e., OT, SLP, etc. The pre-k program works with district personnel on specific curriculums for our pre-k students.
7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first.	Fully	Through training recommendations via LABS, providing additional support, we encourage student first language, discussions during faculty meetings, and individual meetings with staff related to SWD.
8. School administrators inform staff of resources to apply best practices for teaching students with disabilities in general education classrooms and natural contexts.	Fully	Push-in and pull-out services, resources are available at SAC meetings, school provides flyers, parent links with regards to resources, instructional planning time is provided to teachers, personnel assist in the classroom to align with the needs of the students.

9. School administrators expect all staff to use person first language in all written and verbal communications.	Fully	Faculty meeting discussions with relation to person first language, staff is aware of the expectations to create an inclusive environment for all students.
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	Job interview questions regarding experience with students with disabilities; monitoring whether the teachers/personnel are implementing the inclusive 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	•All bus arrivals and departures occur at the same time and location for students with and without disabilities. •There are designated bus monitors in each school who are responsible for overseeing bus procedures and identifying potential problems. •The principal has made a formal request to the district for bus schedules to be changed. •Students with and without disabilities attend field trips, communitybased career or vocational instruction and school-sponsored trips together. •SWD do not arrive late and leave school early based upon the bus schedule.

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	SWD can access and participate in every part of the school campus space and activities.
13. The school ensures all SWD are given equal consideration for honors, awards and other designations offered by schools.	Fully	Access to student of the month, kids of character, participation in school activities such morning announcements, etc
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	Administrators analyze data from classroom observations and provide trainings when they are aware of curriculum or classroom management deficiencies. Needs assessment surveys, parent meetings and ESE 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.	Partially Almost	To provide additional training to staff, more training for online resources, i.e. pinnacle, virtual counselor, canvas training for teachers, staff and parents, particularly with the change in testing models.
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	In-class coaching on collaborative teaching models. Development of professional learning communities. Classroom demonstration of instructional strategies; Planning and implementing behavior support
17. School administrators ensure collaborative planning time is included in staff schedules.	Fully	Extended schedules for common planning, There is a schedule and record of PLCs related to the review of student work and instructional planning.

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	The ESE teachers provide monthly updates with specific student information, instructional strategies and/or useful articles to teachers.
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 Almost	Lesson plans, walk through, PLCs, data analysis meetings
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	•School personnel use a problem-solving process to identify appropriate instructional and behavioral interventions. There is a schoolwide plan to provide school personnel with ongoing PD and TA on the implementation of an MTSS framework. •Members of the school MTSS team are assigned to provide support to specific grade-level or subject area teams. •PD and TA activities for implementing MTSS are documented, including evaluation criteria to measure desired outcomes.

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	•All teachers use formative assessment data to adjust instruction, revise behavior plans and determine individual student responses to interventions in general education and natural contexts. •General education teachers collaborate with special education teachers, and other related services personnel, to use a variety of data collection tools and processes to continuously assess progress of SWD in general education classrooms and natural contexts, such as: Checklists; Profiles; FBA tools; Task analysis; Portfolios; Performance assessments; Reading assessment tools; and Scoring criteria/rubrics.
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	DAR and GMADE, the teacher present level of performance sheets and observations, is used to assess the student's academic and behavioral levels for planning purposes in the general education curriculum. Teachers collect behavior data using data collection sheets as well as response to intervention sheets

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	The school has one or more school-wide programs in place that address the following: Formal, academic, and social peer support; pull out groups with school social worker and guidance counselor. Social and community inclusion i.e., SEL curriculum and activities, taught in class. Anti-bullying discussions Conflict mediation i.e. on campus behavior tech Student problem solving; RTI team. Character education Community service projects School guidance counselor(s) are involved in identifying and coordinating schoolwide programs (e.g., antibullying, peer supports)
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	•Appropriate response time is given for SWD to participate •Instructional technology, matched to the needs of individual students, is effectively used for instruction in all classrooms. •Instructional technology, matched to the needs of individual students, is effectively used for instruction in all classrooms.

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	Administrators and teachers can articulate different ways to deliver special education services in general education settings. •Related services are provided, as appropriate, in general education classes and natural contexts: language therapy is provided to SWD during reading instruction, physical therapy is provided during P.E. or recess and occupational therapy is provided during writing activities. Administrators note and provide feedback on collaborative teaching structures as part of the teacher evaluation system.
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	•Paraprofessionals receive ongoing training on topics relative to their work responsibilities (e.g., the nature of specific disabilities and impact on learning; providing communication, physical, social, and academic supports; health, safety and hygiene needs; and confidentiality). •The roles and responsibilities of paraprofessionals are clearly outlined and communicated by administrators and teachers.

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 Almost	•Special and general education teachers meet regularly to share information on curriculum and individual student support needs.
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	•Special and general education teachers meet regularly to share information on curriculum and individual student support needs.
29. The school ensures that family members of SWD are contributing members of school decision-making groups.	Fully	School administrators actively recruit family members of SWD to participate in school decision making groups, including the School Advisory Council i.e. surveys; office has an open door policy to speak with staff and administration.
30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.	Fully	•Learning opportunities and resources are identified and provided to families based on family surveys or interviews, school climate surveys, IEP goals and student data. •Schedule of ongoing learning opportunities is provided to all families via newsletter, website, emails, etc. Data gathered also identifies students for additional learning opportunities i.e. ELO camp, ESY, afterschool school and Saturday school camp

31. The school ensures all school personnel invite families to provide valuable input in planning and problem-solving.	Fully	Parent teacher conferences and phone calls ongoing communication. Parent input form, parent input section on the IEP, etc. Parents/guardians review and receive Behavior Plans and at home strategies to implement for their student.
32. The school provides regular reports on the progress of implementing best practices for SWD with families, school district staff, and community members.	Fully	The school administrator provides a report to families as part of school open house activities; Head start Transition Day, Teacher Meet and Greet at the beginning of the year, Family Night
33. The school uses a person-centered planning process for SWD.	Partially Almost	There is an established protocol for facilitating a smooth transition for SWD from grade to grade and school to school i.e., matriculation meetings for 5th grade student and pre-K students. Middle school provides a matriculation orientation on campus. Fifth Grade matriculation students are provided with the self-determination check sheet to be completed independently.
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	Supports are in place and are passed seamlessly between sending and receiving parties. •Administrators proactively ensure that supports follow all SWD as they transition from grade to grade, school to school and district to district. •In the spring, the school coordinates an orientation for students moving from elementary.

School BPIE Assessment Priority Indicators

THURGOOD MARSHALL ELEM. 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 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.