

SBPIE Assessment

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

SILVER SHORES ELEMENTARY SCHL

District Name: Broward

MSID Number: 3581

Date Meeting Held: 9/5/2025

Initial Information

School Principal: JONATHAN LEFF

School Type: Elementary

FIN Trained Meeting Leader/Title: JONATHAN LEFF, School Principal

Team Members Name/Title:

Dr. Jonathan Leff, Principal

Mrs. Lisa Monroe, Assistant Principal

Mrs. Christine Coschignano, School Counselor

Mrs. Marie Lazard-Johns, ESE Specialist

Mrs. Cristina Laguna, Literacy Coach

Mrs. Dawn Lopez, Media Specialist / Magnet 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.	Fully	RTI teacher data chats small intervention groups student data chats SPBP data IEP data sheets Push in / pull out data i-Ready data reports FAST Data 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	SIP posted on school website family nights open house ESE surveys generated by SBBC Customer Survey Teacher schedules w/ inclusion Specials Schedules Lunch Schedules
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 School Counselor School Administration School Psychologist RTI team PLC school website district-linked websites

4. School administrators follow district guidelines for all SWD to have the same school choice options as their peers without disabilities.	Fully	Inclusion in Gen Ed classrooms Intensive and Specialized Pre-K programs K-6 InD / SVE Cluster classrooms Range of SSE ESE Services provided to meet individual needs (accommodations/modifications)
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 IEPs Specials, lunch, PE, and recess schedules Morning Media center check-out InD cluster by grade pushing into grade-level appropriate Gen Ed classes Academic Camps
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.	Not Yet	Silver Shores STEAM Academy K-8 has 3 ESE Pre-K programs (2 Intensive & 1 Specialized). We do not have early childhood non-ESE Pre-k, resulting in only self-contained classes. We do have a supported K for our Pre-K students with disabilities that do not require a special program. Kindergarten schedules Master Schedule IEP Placement Certified Classroom Assistant schedule

7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first.	Fully	All school related functions PLC's faculty meetings school-wide professional development community-based activities specials rotation Lunch and recess schedules Peer Buddies Special Olympics STEM-related learning health training IEP field trips Principal's vision and school mission school safety plan Annual Customer Survey
8. School administrators inform staff of resources to apply best practices for teaching students with disabilities in general education classrooms and natural contexts.	Fully	school budget purchases Digital 3-5 program book fair selections professional development Intensive reading programs iReady Adaptive Technology DHH equipment allocation of school personnel PLC schedules School and district trainings
9. School administrators expect all staff to use person first language in all written and verbal communications.	Fully	All written communication and newsletters SIP
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 questions posed to applicants applicable to the position.

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	Ensure appropriate transportation (i.e. wheelchair, seat harnesses, safety belts) to and from all school-sponsored events and to and from home Use of PT Concern form to relay transportation concerns to the transportation depot All field trips that require buses for students with special needs are acquired
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	Students are included in all school sponsored events, including but not limited to field trips, before and after school events, evening dances, family nights, and community-based events.
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 Award Ceremonies (end of year school-based awards, honor roll, attendance, etc.) by grade level including all students regardless of disability
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 Almost	Ongoing PLC's data chats IEP meetings District PD calendar PD Calendar

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	Paraprofessional district trainings teacher summer workshops TDIF to conferences NESS coaching District coaching and induction for new teachers Master Schedule Common Planning After-school PLC's Pre-Planning PD Weekly support sessions provided by district
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	Teacher training and support on all peripheral assistive tech devices Planning and implementing all supports that directly impact student inclusive instruction (behavior, visual, AAC)
17. School administrators ensure collaborative planning time is included in staff schedules.	Partially Almost	Common planning for most teachers Master schedule PLC schedule Lesson plan reviews Elementary and Secondary Learning Canvas courses

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	ESE Specialist meetings with Specials teachers - scheduled as needed to meet students' needs
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 related to academic growth lesson plans FAA access points reflected in lesson plans common formative assessments parent conferences
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	RtI tier 2 and 3 data RtI team monthly meetings FBA data School-wide RtI plan Parent invites to RtI meetings (when applicable) School Positive Behavior Plan (SPBP) data
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 Almost	IEP data sheets common formative assessments FBA checklist Reading assessments Pre-, mid-, and post-tests (STAR, letter names/sounds, iReady) FSA / FAA data

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	IEP data sheets Standards based assessment scores when appropriate Present Level of Performance on IEP Adjustments on IEP pre/post tests, teacher-made assessments
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	Character education for all students Anti-bullying lessons R-word campaign/Disability Awareness Positive Behavior Assemblies for all Student Council/Peer Supports Community inclusion through things like Harvest Drive, Adopt a Wish, etc
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 Almost	Visual schedules/visual supports Assistive technology as needed FM systems as needed Physical adaptations to environment (small tables, space for wheelchairs, etc.) AAC as needed Supplemental aids on IEP
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	SLP schedule Support Facilitator Schedule - push in and pull out, consultation Related Service Provider Schedule (OT, PT, VI, etc) IEPs Master Schedule Student-Centered Classrooms Differentiated Instruction as outlined in lesson plans

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	Beg. of the year meeting with Administrators/ESE Specialist Health/Hygiene training w/ ESE Specialist Para Handbook Health Trainings as needed PD opportunities through district
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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	ESE team (self-contained) for PLCs Support Facilitator is on a PLC with general education
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 Almost	Support Facilitator meets and collaborates with general education teachers to reinforce standards currently being taught on grade level Master Schedule
29. The school ensures that family members of SWD are contributing members of school decision-making groups.	Fully	Parent Involvement Family Nights SAC/SAF PTO IEP meetings RTI SPBP
30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.	Fully	District/School-based Parent Trainings/ Workshops Outside Resources: Mental Health, Counseling, Mentoring Program, CARD, NSU, UM, etc Social Worker community groups in other languages
31. The school ensures all school personnel invite families to provide valuable input in planning and problem-solving.	Fully	IEP meetings, parental input forms. Parent-Teacher conferences RTI meetings Electronic Communication (email, Class Dojo, Remind, etc.)

32. The school provides regular reports on the progress of implementing best practices for SWD with families, school district staff, and community members.	Fully	SIP plan provided to District Posted on school website Open House Presentations SAC / SAF updates PTO updates Teacher Pre-Planning Week
33. The school uses a person-centered planning process for SWD.	Partially Almost	Matriculation meetings from each grade (especially from Prek to K and 5th to 6th) IEP goals related to self-advocacy and self-determination
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	Matriculation meetings from PreK to K and 5th to 6th Equipment transfers as needed Orientation for matriculating schools Tours of programs/school Matriculation meetings from one grade to another Supports (visual, additional adult assistance, etc) Master Schedule meetings with all grade levels to appropriately place students Provide accommodations / modifications to facilitate grade to grade transitions. Data sheets available for valuable planning information

School BPIE Assessment Priority Indicators

SILVER SHORES ELEMENTARY SCHL 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.
- Indicator 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.