

# **SBPIE Assessment**

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

**GATOR RUN ELEMENTARY SCHOOL**

**District Name: Broward**

**MSID Number: 3642**

**Date Meeting Held: 2/19/2025**

# Initial Information

**School Principal:** KEITH PETERS

**School Type:** Elementary

**FIN Trained Meeting Leader/Title:** Jill Dillard, ESE Liaison

**Team Members Name/Title:**

Jill Dillard, FIN Leader  
Keith Peters, Principal  
Shairin Brown, Asst. Principal  
Ashley Saba, Asst. Principal  
Stacy Morse, ESE Teacher  
Amy Lucks, SLP  
Lori Knapik, Literacy Coach  
Courtney Vazquez, Parent

## Domain I: Leadership and Decision Making

| Indicator                                                                                                                                                                                                             | Implementation Status | Data Sources/Supporting Evidence                                                                                                                                                                                                                            |
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| 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                 | Review of state/district assessments, bi-weekly Child Study Meetings, quarterly data chats with administration/teachers/support staff, weekly PLC meetings, IEP data collection and meetings.                                                               |
| 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                 | Bi-weekly Child Study Team meetings, Quarterly data chats, monthly PLC meetings, weekly team meetings and monthly SIP meetings, parent input at IEP meetings.                                                                                               |
| 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 job description, employee evaluations, administration walk-throughs, IEP progress reports, ESE data collection                                                                                                                               |
| 4. School administrators follow district guidelines for all SWD to have the same school choice options as their peers without disabilities.                                                                           | Fully                 | Sunday phone call-outs from the principal of Gator Run Elem., BLOGS, parent newsletters done weekly, monthly team leader 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                 | FOCUS reports showing all students are scheduled into General Education classes 80% or more of the school day, class rosters, class/specials schedules, ESE services schedules, Inclusion class rosters, Gatoraid camp roster, aftercare enrollment roster. |

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| 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.<br><b>*Schools with early childhood (preschool) programs only.</b> | Fully | Pre-K schedules reflect that SWD participate with same age typical peers in the VPK/Integrated preschool class daily for recess (30 minutes) and lunch (30 minutes), mentor programs with 3rd grade general education classes, weekly team meetings which include the VPK/Integrated teachers. |
| 7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first.                                                                                                 | Fully | Staff development meetings, team leader meetings, IEP meetings, school mission statement, SIP meetings, parent/teacher surveys.                                                                                                                                                                |
| 8. School administrators inform staff of resources to apply best practices for teaching students with disabilities in general education classrooms and natural contexts.                                                                                | Fully | Student IEP's, quarterly data analysis meetings, bi-weekly Child Study meetings, TDA's for teacher/staff trainings, collaboration with Curriculum Specialist to utilize district approved, prescriptive programs to target student's specific deficits.                                        |
| 9. School administrators expect all staff to use person first language in all written and verbal communications.                                                                                                                                        | Fully | Staff development meetings, faculty handbook, school website, weekly parent newsletter, Sunday call-outs to parents.                                                                                                                                                                           |
| 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 descriptions posted on district website, interview questions.                                                                                                                                                                                                                              |

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| 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            | Transportation synopsis, student's IEP transportation request forms, paraprofessional schedules, field trip packets, field trip requests to district or private bus companies for wheel-chair accessible buses as needed. |
| 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            | Aftercare program roster, safety patrols, student government representatives, debate team, math team, chorus roster.                                                                                                      |
| 13. The school ensures all SWD are given equal consideration for honors, awards and other designations offered by schools.                                                                                                                                                        | Fully            | Student of the Month honorees, Honor Roll and Principal Honor Roll celebrations, student council, safety patrol installations.                                                                                            |
| 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 | Quarterly data analysis meetings, staff development trainings, classroom observations and walk-throughs, team leader 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 | Staff development trainings, PLC's, district trainings, in-house trainings                                                                                                                                                |
| 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 | Staff development trainings, team leader meetings, weekly grade level planning meetings, support staff meetings, Child Study meetings, collaboration and modeling with Literacy Coach and Support Staff.                  |

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| 17. School administrators ensure collaborative planning time is included in staff schedules. | Fully | Weekly team meetings/planning meetings, PLC's, ESE Planning Days, school calendar/documented planning days. |
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## Domain II: Instruction and Student Achievement

| Indicator                                                                                                                                                                                                                                 | Implementation Status | Data Sources/Supporting Evidence                                                                                                                                                                                                                              |
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| 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.            | Fully                 | Weekly team meetings/planning meetings, team leader meetings, staff developments, collaboration with ESE 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.                                          | Fully                 | IEP's, lesson plans, progress monitoring, student schedules, standard assessments/FSAA, Inclusion services, collaboration with ESE teachers.                                                                                                                  |
| 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                 | Bi-weekly Child Study meetings scheduled with ALL teachers to review student progress, quarterly data chats, IEP meetings                                                                                                                                     |
| 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                 | Bi- weekly Child Study meetings with ALL teachers to discuss students and review test scores/data, graphs and student progress using RTI interventions via district approved prescriptive programs, IEP progress reports, quarterly data chats, lesson plans. |
| 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 collection, progress reports, daily home notes, school schedules, lesson plans, data collection.                                                                                                                                                     |

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| 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            | Guidance groups and lessons to develop skills in sensitivity training and developing interpersonal relationships, lunch bunch to increase peer relations, SWAG program- peer mentoring groups, monthly Book Buddies, 3rd grade peer groups mentoring the Pre-K students. |
| 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 | Team meeting notes, lesson plans documenting alternate modes for delivering instruction, PLC's, classroom observations, teacher evaluation/observation, IEP, documented accommodations.                                                                                  |
| 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 Almost | Master schedule, classroom and ESE schedules, observations, teacher evaluations, review of testing data comparing scores from previous year, to determine if the ESE service model documented one the IEP is meeting the student's individual needs.                     |
| 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            | Paraprofessional job descriptions, schedules, evaluations, district trainings, in-house trainings and collaboration with ESE teachers.                                                                                                                                   |

### Domain III: Communication and Collaboration

| Indicator                                                                                                                                                                                                        | Implementation Status | Data Sources/Supporting Evidence                                                                                                                         |
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| 27. The school ensures that all special education staff are recognized as essential, collaborative members of the general education team.                                                                        | Partially Almost      | Grade level meeting notes, staff development meetings, logs for consultation and collaboration in FOCUS, parent/teacher conferences, progress reports.   |
| 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, lesson plans, observations, walk-throughs, consult/collaboration logs in FOCUS, IEP meetings, progress reports.                         |
| 29. The school ensures that family members of SWD are contributing members of school decision-making groups.                                                                                                     | Fully                 | PTA members/meeting rosters, SIP team members/rosters, Child Study Team meetings, IEP meeting attendance.                                                |
| 30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.                                                                                       | Partially Almost      | District/FDLRS parent workshops, school website notifications, surveys, IEP parent input, Child Study meetings with parents, PTA meetings, SIP meetings. |
| 31. The school ensures all school personnel invite families to provide valuable input in planning and problem-solving.                                                                                           | Fully                 | IEP parent input, parent/teacher conferences, home notes, Child Study Team meetings with parents, phone logs, e-mails, TEAMS meetings.                   |
| 32. The school provides regular reports on the progress of implementing best practices for SWD with families, school district staff, and community members.                                                      | Fully                 | School website, employee/ student handbook, open house packets, SIP Plan.                                                                                |

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| 33. The school uses a person-centered planning process for SWD.                                                                                                                                  | Partially Almost | IEP meetings, parent/teacher conferences, staff development meetings, matriculation meetings, verticle team meetings at the end of each school year, Child Study Team meetings.                                                                                                |
| 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 Almost | IEP matriculation meetings, collaboration with feeder schools for outgoing 5th graders and Pre-K students, verticle team meetings at the end of each school year, matriculation meetings and activities for those students transitioning to another grade level and/or school. |

# School BPIE Assessment Priority Indicators

GATOR RUN 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 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.
- Indicator 33. The school uses a person-centered planning process for SWD.
- Indicator 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.