

SBPIE Assessment

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

DOLPHIN BAY ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 3751

Date Meeting Held: 5/20/2026

Initial Information

School Principal: Sandra Nelson

School Type: Elementary

FIN Trained Meeting Leader/Title: Megan Cerino, ESE Liaison

Team Members Name/Title:

Dr. Lashawn Tukes - Assistant Principal

Megan Cerino - ESE Specialist

Kayleen Wingfield - Literacy Coach

Tonisha McNish - Walker - General Education Teacher

Melissa Cerione - ESE Support Facilitator

Dunia Ahwee- 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	School analyzes data of all SWD to identify current barriers and practices for the provision of educational services in general education and natural contexts. Data are collected, analyzed and shared with all teachers regarding student achievement of SWD in general education and natural contexts. Data meetings are held to identify barriers and plan for actions to increase general education opportunities for all students with disabilities. PLC Meeting to analyze data
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	The school leadership team analyzes data regularly to monitor and evaluate progress toward meeting goals related to best practices in the school The school has developed a plan (e.g., school improvement plan, other school-based plan) indicating goals related to best practices for educating students with disabilities in general education and natural contexts.
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	There are clearly identified roles and responsibilities for the key person The key person is responsible for oversight and coordination of goals and action steps related to best practices.

4. School administrators follow district guidelines for all SWD to have the same school choice options as their peers without disabilities.	Partially Almost	The school has a student population that reflects the full range of students, including students with the most significant cognitive disabilities The school is equipped to provide educational services to all students
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	The school monitors educational environment data for all SWD School personnel have caseloads and schedules that allow for provision of services to SWD in general education classes and other settings Related services (e.g., occupational, physical and language therapy, and interpreting and mobility services) are provided to SWD
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	General and special education teachers regularly collaborate to plan
7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first.	Fully	General and special education teachers are expected to share instructional and behavioral support responsibilities for SWD in each classroom and other school settings SWD are not the sole responsibility of special education personnel during academic and non-academic school activities. Administrators review staff schedules to ensure all personnel have opportunities to support students with and without disabilities.

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 administrators provide and monitor the use of resources across all school teams Accessible instructional materials Supplemental materials for subject areas related to all academic standards
9. School administrators expect all staff to use person first language in all written and verbal communications.	Partially Beginning	Available in FOCUS Forms can be printed in desired language Administrators provide all school personnel with ongoing information and resources on 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.	Fully	School interview team members include job interview questions for instructional staff that assess knowledge and beliefs of effective educational practices School interview team members assess applicant responses to ensure a willingness to implement best practices, such as collaborative planning and teaching, differentiating instruction, etc.
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. Students with and without disabilities attend field trips and school-sponsored trips together
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	School personnel model strategies and create opportunities for students without disabilities to socialize with SWD in non-academic contexts WD participate in class field trips with same-age peers without disabilities All SWD have access to all school facilities and non-academic activities

13. The school ensures all SWD are given equal consideration for honors, awards and other designations offered by schools.	Fully	All SWD have access to all school facilities and non-academic activities All SWD, including those who are working on the state academic standards through the use of Access Points, are included in honors and awards program
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	Regular review of student learning data is documented to determine ongoing PLC activities Regularly scheduled (at least quarterly) data checks/discussions are conducted
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	PL is provided through existing school structures, such as PLCs Administrators provide ongoing support for new personnel School leaders provide electronic learning resources related to best practices for all 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.	Fully	Development of professional learning communities Teacher leader(s) are identified to provide ongoing follow-up, coaching and feedback to teachers and teams.
17. School administrators ensure collaborative planning time is included in staff schedules.	Fully	The school master schedule reflects collaborative planning time for collaborative teaching teams There is a schedule and record of PLCs

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 teachers and support services personnel solicit feedback from teachers to determine the effectiveness of instructional accommodations or modifications. The ESE teachers provide updates for general education teachers IEP data collection and progress reports
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	IEP goals and objectives for all SWD are aligned to the academic achievement standards. Teachers modify learning goals and instruction for students with disability using the same, or similar, age-appropriate materials as those used by students without disabilities General and special education teachers can articulate what all students need to know, understand and be able to do in relation to the state standards
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	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 support on the implementation of an MTSS framework

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	Instructional personnel consider SWD as general education students first and use data-driven decision making to identify supports needed for SWD to make progress in general education and natural contexts. All SWD have access to the same multi-tiered interventions as those without disabilities. All teachers use formative assessment data to adjust instruction
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 Almost	Teachers of students in separate classes and resource settings use formative assessment data to increase time SWD receive instruction in general education classes, such as observational data to identify effective behavior supports for learning in the general education classroom. Special education teachers use formative assessment to identify student needs, adjust instruction, revise behavior plans and identify opportunities for learning in general education and natural contexts.
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 school-wide programs in place that address the following: Character education Student problem solving Self-determination and self-advocacy

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	Lessons are presented in visual and oral formats. Teachers involve students with disabilities by regularly using instructional strategies that support more complex thinking rather than watering down the curriculum. Appropriate response time is given for SWD to participate.
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
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 The roles and responsibilities of paraprofessionals are clearly outlined and communicated by administrators and teachers. Administrators and teachers monitor the activities of paraprofessionals to evaluate the effectiveness of supports provided to 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.	Fully	Special education teacher is an active member of grade level teams All team members receive minutes of team meetings and have input into decisions when not available to attend in person. Special education teachers collaborate with general education teachers to share and implement instructional decisions made by the team.
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	When planning, teachers consider the application of specially designed instruction Teachers have consensus on grading procedures, especially when accommodations or modifications are provided for individual students.
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. Family members of SWD are active members of groups such as the Parent-Teacher Association (PTA) and school sub-committees Family members of SWD participate in school decision-making based upon annual measurable outcome data for students with and without disabilities.

30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.	Fully	Data are gathered from families via surveys Schedule of ongoing learning opportunities is provided to all families via newsletter, website, emails, etc Learning opportunities and resources are identified and provided to families
31. The school ensures all school personnel invite families to provide valuable input in planning and problem-solving.	Fully	Teachers maintain ongoing communication with families to ensure support plans are consistent from school to home and community. IEP meetings Family Nights Parent/Teacher Conferences
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 and SIP plan
33. The school uses a person-centered planning process for SWD.	Fully	Matriculation plans for Kindergarten and Middle School SEL learning Social skills Groups Dolphin Friends
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	Schools identify and share individual needs of SWD, through the scheduling process, as they progress from grade to grade. The school coordinates an orientation for students moving from elementary to middle school

School BPIE Assessment Priority Indicators

DOLPHIN BAY 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 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.
- 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.