

# **SBPIE Assessment**

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

**LIBERTY ELEMENTARY SCHOOL**

**District Name: Broward**

**MSID Number: 3821**

**Date Meeting Held: 5/30/2025**

# Initial Information

**School Principal:** VICKI FLOURNOY

**School Type:** Elementary

**FIN Trained Meeting Leader/Title:** Lisa Nurrito, ESE Liaison

**Team Members Name/Title:**

Lisa Nurrito, ESE Specialist/MTSS Coordinator

Donna Styles, Assistant Principal

Lauren Bishop, Literacy Coach/MTSS Coordinator

Nicole Nunez, ESE Support Facilitator

Michelle Gamarra, General Education Teacher

Nekitress Mallory, Paraprofessional

Maria Acosta, Parent of a SWD

## 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                 | MTSS meeting calendar and meeting minutes                                                      |
| 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                 | Leadership and support staff meeting minutes and schedule                                      |
| 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 and roles                                                       |
| 4. School administrators follow district guidelines for all SWD to have the same school choice options as their peers without disabilities.                                                                                                             | Fully                 | Administration communication with district representatives; ESE services student support model |
| 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 Almost      | Current LRE data                                                                               |
| 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> | Partially Almost      | Teacher schedule and lesson plans                                                              |
| 7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first.                                                                                                 | Fully                 | School master schedule                                                                         |

|                                                                                                                                                                                                                                                                        |                  |                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|---------------------------------------------------------------------------------------------------------------------------------|
| 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 progress monitoring and assessment data; curriculum and materials inventory; PLC and team meeting schedules and minutes. |
| 9. School administrators expect all staff to use person first language in all written and verbal communications.                                                                                                                                                       | Fully            | Staff email communication                                                                                                       |
| 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 specific to 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            | Bus rosters, STER report, email communications between school staff and transportation department; transportation requests.     |
| 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 master schedule                                                                                                          |
| 13. The school ensures all SWD are given equal consideration for honors, awards and other designations offered by schools.                                                                                                                                             | Partially Almost | Honor roll award recipient.                                                                                                     |
| 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 | Data chat schedules; PLC/PD sign-in sheets, minutes, and agendas.                                                               |
| 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 | PLC and PD sign-in sheets, agendas, and minutes.                                                                                |

|                                                                                                                                                                                                                                                                                   |                  |                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| 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 | Support Staff coaching schedules; master schedule reflecting inclusive scheduling process; email communications regarding supports provided. |
| 17. School administrators ensure collaborative planning time is included in staff schedules.                                                                                                                                                                                      | Fully            | Master schedule; lesson plans; PLC/PD sign-in sheets, minutes, and agendas.                                                                  |

## 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      | Master schedule; teacher lesson plans; PLC/PD sign-in sheets, minutes, and agendas.   |
| 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      | Progress monitoring data; current IEPs                                                |
| 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      | MTSS meeting schedule and minutes; Schoolwide PBIS information; FBA/BIP documentation |
| 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      | Progress monitoring assessment data; MTSS meeting minutes.                            |
| 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      | Progress monitoring data; MTSS meeting minutes                                        |
| 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 Almost      | Staff-student mentoring; anti-bullying curriculum embedded within lesson plans.       |

|                                                                                                                                                                                                                         |                     |                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|----------------------------------------------------------------|
| 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 | Teacher lesson plans; classroom walk-through observations      |
| 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               | Master schedule; walkthrough observations with feedback; IEPs. |
| 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 Almost    | PLC/PD sign-in sheets, agendas, minutes.                       |

### 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      | Leadership and support staff meetings; Grade level team rosters; PLC/PD sign-in sheets |
| 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      | Master schedules and lesson plans                                                      |
| 29. The school ensures that family members of SWD are contributing members of school decision-making groups.                                                                                                     | Partially Beginning   | Meeting sign-in sheets and minutes                                                     |
| 30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.                                                                                       | Partially Beginning   | Family Resource Center materials.                                                      |
| 31. The school ensures all school personnel invite families to provide valuable input in planning and problem-solving.                                                                                           | Partially Almost      | Teacher-parent communication-conferences; interims; daily home notes                   |
| 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   | SAC/SAF meeting minutes and agendas.                                                   |
| 33. The school uses a person-centered planning process for SWD.                                                                                                                                                  | Partially Almost      | Transitioning procedures; IEP goals                                                    |
| 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      | Matriculation planning and activities                                                  |

# School BPIE Assessment Priority Indicators

LIBERTY 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 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 30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.