

School Best Practices for Inclusive Education (BPIE) Assessment

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

SUNRISE MIDDLE SCHOOL

District Name: Broward

MSID Number: 0251

Date Meeting Held: 5/5/2025

Initial Information

School Principal: RYAN ATWOOD

School Type: Middle/Junior

FIN Trained Meeting Leader/Title: MARCIA WERLE, Special Education Team Leader

Team Members Name/Title:

Ryan Atwood - School Principal

Analisa Austin - Assistance Principal

Jay Sohn - Assistant Principal

Erica Burrows - Reading Department Chair

Michelle Nixon - Language Arts Department Chair

Shanda Blake - ESE support Facilitator

Griffin Burgos - Science Department Chair

Denise Calder - Magnet Coordinator

Crystal Wright - Literacy Coach

Domain I: Leadership and Decision Making

Indicator	Implementation Status	Data Sources/Supporting Evidence
<p>1. The school leadership team analyzes data to identify barriers and initiate improvement steps that increase the number of students with low- and high-incidence disabilities, across all grades, in general education and natural contexts.</p>	Fully	<p>Data Chats are Conducted with students to create strong accountability and high expectations. School analyses data of all SWD to identify current barriers and practices for the provision of educational services. School increased the number of SWD who receive educational services in inclusive classrooms and natural contexts.</p>
<p>2. The school has developed, and regularly monitors progress for, goals related to short- and long-term improvement efforts to implement and improve inclusive educational practices, as measured by the School BPIE Assessment.</p> <p>*It is recommended that the team table and return to this indicator after the entire BPIE assessment has been completed.</p>	Fully	<p>The school has developed a plan indication goal related to inclusive practices Once every three years, the school completes a School BPIE assessment and reports the results of all planned short and long-term improvement efforts to the district. Family input on inclusive practices is gathered in a variety of ways (surveys, interviews, focus groups, The Leadership team reviews and shares the language and intent with all staff and stakeholders.</p>

<p>3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.</p>	<p>Fully</p>	<p>There are clearly identified roles and responsibilities for the key person at Sunrise Middle school Our ESE Specialist oversee best practices. The key person is responsible for oversight and coordination of goals and action steps related to inclusive best practices. The key person is identified in various school documents.</p>
<p>4. School administrators advocate for all SWD to have the same school choice options as students without disabilities to ensure all SWD receive educational services in their neighborhood school or school of choice.</p>	<p>Fully</p>	<p>Families perceive the school as being able to address their child's needs regardless of the type or severity of the disability. Students are well supported overall The school has a diverse student population that reflects the full range of students who live in the neighborhood school zone, including those with the most significant cognitive educational services.</p>
<p>5. School data reflect that all SWD, regardless of the type or severity of disability, receive their education and related services in age- and grade-appropriate, heterogeneous, general education contexts 80% or more of the day.</p>	<p>Fully</p>	<p>All teachers ensure that every student feel welcome and achieves to his her full potential in general education classes and other natural contents. Support services personnel have caseloads that allow for inclusive scheduling services to SWD in general education classes and other settings. To the great extent possible, related services are scheduled and provided to SWD in general education and natural contexts, rather than in segregated settings.</p>

<p>6. School data reflect that all SWD, ages 3–5, receive special education and related services in the regular early childhood (Pre-K) classes with peers without disabilities.</p> <p>*schools with Pre-K programs only</p>	Fully	Developmentally appropriate behavior support are provided for students. Middle school
<p>7. School administrators communicate expectations for all school personnel to share responsibility for all of the students in their building and consider all SWD as general education students first.</p>	Fully	<p>SWD are not the sole responsibility of special education personnel during academic and non-academic school activities.</p> <p>Administrators ensure that all personnel are responsible for and understand that health and safety procedures for all students especially those who have extensive support needs.</p>
<p>8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.</p>	Fully	<p>School administrators obtain and allocate resources. Provide and monitor the use of resources across all school teams , such as accessible instructional materials, time for instructional planning, supplemental materials for core subject areas related to all academic standards.</p>
<p>9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.</p>	Fully	<p>The expectations are shares frequently. Administrators provide guide lines on the use of person first language all written, electronic and verbal communication.</p> <p>Administrators provide strategies to eliminate the use of disability related labels in all written, electronic and verbal communication</p>

<p>10. School administrators use job interview questions to appraise an applicant's knowledge of, respect for and appreciation of differences in student learners and best practices for inclusive education, as applicable to the position.</p>	<p>Fully</p>	<p>School interview team members include job interviews questions for non-instructional staff. Interview protocols include questions related to diverse learning needs or potential applicants.</p>
<p>11. School administrators advocate for all SWD to be transported to and from school and community-based activities with students without disabilities attending the same school, except for those who have an IEP indicating a shortened school day.</p>	<p>Fully</p>	<p>All SWD are the option for transportation in their IEP if needed. Students with and without disabilities attend field trips, community based career or vocational instruction and school sponsored trips together. All bus arrivals and departures occur at the same time and location for students with and without disabilities.</p>
<p>12. All SWD have the same opportunities as students without disabilities to participate in all school-sponsored, non-academic, age-appropriate activities, including electives, sports, dances, clubs, field trips, school plays, community service activities and graduation activities.</p>	<p>Fully</p>	<p>All students are invited to participate in all activities provided by the school. SWD participate in class fields trips with same-age peers without disabilities.</p>
<p>13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.</p>	<p>Fully</p>	<p>All SWD are recognized for honors and awards in the same manner and at the same time as students without disabilities.</p>
<p>14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.</p>	<p>Fully</p>	<p>Administrators survey teachers to understand any needs for additional supports. Administrators analyze data from classroom observations. Regular review of student learning data is documented in an effort to determine ongoing PD and TA needs.</p>

<p>15. School leaders provide job- embedded professional learning for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWD.</p>	<p>Fully</p>	<p>We have PLCs twice a month and PD sessions during some Planning days. PD is provided to collaborative teams to include the following topics: Differentiated instruction; data collection and analysis; PBIS; Collaborative planning. Administrators identify collaborative teams, including general and special education staff to participate in all PD related to effective inclusive practices.</p>
<p>16. School leaders facilitate job- embedded, technical assistance for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWD.</p>	<p>Fully</p>	<p>Teacher leaders are identified to provide on-going follow-up, coaching and feedback to teachers and teams. A key person at the school coordinates activities related to needs assessments and TA for individual staff and collaborative teams.</p>
<p>17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.</p>	<p>Fully</p>	<p>School administrators keep track of teachers' collaborative learning groups data. Agendas and logs from collaborative planning sessions are available for administrators to review. The school master schedule reflects collaborative teaching teams. Collaborative planning during CLGs.</p>

Domain II: Instruction and Student Achievement

Indicator	Implementation Status	Data Sources/Supporting Evidence
18. Special, electives and career technical education (CTE) teachers have regularly scheduled opportunities to consult with special education teachers and related service providers to implement strategies that support the learning of all SWD in their classes.	Partially Almost	Support facilitators collaborate regularly with all general education teachers. 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 state standards as the foundation for instruction of all SWD, including those with the most significant cognitive disabilities.	Fully	Teachers follow student's IEP IEP goals and objectives for all SWD are aligned to the state standards.
20. An MTSS and problem-solving process is consistently used by school personnel to ensure progress in the general education curriculum, across all grades and settings, for all students with and without disabilities.	Fully	There is a school wide plan to provide school personnel with ongoing PD and TA on the implementation of an MTSS framework. We have a dedicated MTSS team that meets regularly to discuss supports for students.
21. All instructional and related services personnel use formative assessment processes and tools to gather, analyze and evaluate data about effective instruction and behavior interventions for all students with and without disabilities in general education and natural contexts.	Partially Almost	All the teachers use formative assessment data to adjust instruction, revise behavior plans and determine individual student responses to interventions in general education and natural contexts. Our school puts on emphasis on data driven instruction through data chats. All SWD have access to the same multitiered interventions as those without disabilities.

<p>22. Teachers of SWD who spend less than 80% of their day in general education classes use formative assessment data to identify effective instructional and behavioral interventions that, when implemented in general education and natural contexts, allow SWD to make progress toward meeting IEP and learning goals.</p>	<p>Partially Beginning</p>	<p>Our SVE teacher uses data driven practices to develop curriculum. Special education teachers use formative assessment to identify students' needs, adjust instruction, revise behavior plans and identify opportunities for learning in general education. Teachers and students in self-contained and resource settings use formative assessment data to increase time SWD receive instruction in natural context.</p>
<p>23. There is a school-wide approach to facilitate positive, interdependent relationships and social responsibility among all students with and without disabilities across all general education and natural contexts.</p>	<p>Partially Almost</p>	<p>Our school wide behavior plan PRIDE. We also have multiple mentorship clubs. School counselors are involved in identifying and coordinating school wide programs</p>
<p>24. There is a school-wide approach for planning and implementing Universal Design for Learning (UDL) across all instructional and non- instructional school contexts.</p>	<p>Partially Almost</p>	<p>Staff participate in collaborative learning groups twice a month to share best practices for things including UDL. Lessons are presented in visual and oral formats. Appropriate response time is given for SWD to participate. Teachers plan instruction to allow multiple means of representation and engagement.</p>
<p>25. There are a variety of service delivery models in place, across all grade levels, to provide instruction and related services to SWD in general education classes and natural contexts.</p>	<p>Fully</p>	<p>We added Learning Strategies Class. Administrators and teachers can articulate different ways to deliver special education services in general education settings.</p>

<p>26. All paraprofessionals have received PL that includes clear descriptions of their work responsibilities and strategies for providing support to SWD in general education classrooms and natural contexts.</p>	<p>Partially Beginning</p>	<p>The rules and responsibilities of Paraprofessionals are clearly outlined and communicated by administrators and teachers.</p>
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Domain III: Communication and Collaboration

Indicator	Implementation Status	Data Sources/Supporting Evidence
27. All special education teachers are full, collaborative members of a general education curriculum team.	Partially Almost	All team members receive minutes of team meetings and have input into decisions when not available to attend in person Special and general education teachers meet regularly to discuss curriculum. A secondary school special education teacher is an active member of the social studies department.
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	Teachers and support facilitators collaborate and plan for students with IEPs. Teachers share roles and responsibilities such as distinctions between special education and the content or grade level teacher are not obvious.
29. Family members of SWD are contributing members of school decision-making groups.	Partially Almost	Parents are able to reach out to support Family members of SWD are active members of groups such as the parent teacher association and school sub-committees School administrators recruit family members to participate in SAC.
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	Learning opportunities and resources are provided to families based on family surveys or interviews. Data are gathered from families via surveys, interviews, FOCUS, Suggestion box.

<p>31. When communicating with families of SWD, all personnel consider family members as a resource and obtain their input in planning and problem solving.</p>	<p>Partially Almost</p>	<p>Parent input required during meetings. Families receive support and resources to implement behavior support plans at home and in the community. Teachers maintain ongoing communication with families to ensure support plans are consistent from school to home and community. Structures are in place for educators and families to share ongoing information about access and progress of SWD.</p>
<p>32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.</p>	<p>Partially Almost</p>	<p>Quarterly Progress Reports The school administrator provides a report to families as part of the school open house activities. The school administrator provides a report to other school administrator during district meetings.</p>
<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Fully</p>	<p>SWD have opportunities to learn and practice skills associated with self-determination.</p>
<p>34. School uses a team decision-making process to ensure SWD transition from grade to grade, school to school and district to district to ensure placement in the Least Restrictive Environment (LRE).</p>	<p>Partially Almost</p>	<p>Annual IEP meetings. Support is in place and are passed seamlessly between sending and receiving parties. Schools identify and share individual needs of SWD, through the inclusive scheduling process as they transition from grade to grade.</p>

School BPIE Assessment Priority Indicators

SUNRISE MIDDLE 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. Special, electives and career technical education (CTE) teachers have regularly scheduled opportunities to consult with special education teachers and related service providers to implement strategies that support the learning of all SWD in their classes.
- Indicator 22. Teachers of SWD who spend less than 80% of their day in general education classes use formative assessment data to identify effective instructional and behavioral interventions that, when implemented in general education and natural contexts, allow SWD to make progress toward meeting IEP and learning goals.
- Indicator 26. All paraprofessionals have received PL that includes clear descriptions of their work responsibilities and strategies for providing support to SWD in general education classrooms and natural contexts.