

School Best Practices for Inclusive Education (BPIE) Assessment

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

SUNLAND PARK ACADEMY

District Name: Broward

MSID Number: 0611

Date Meeting Held: 5/19/2025

Initial Information

School Principal: NIKIA RAGIN

School Type: Elementary

FIN Trained Meeting Leader/Title: Renee Coore-Barrett, ESE Liaison

Team Members Name/Title:

Nikia McDowell- Principal

Helen Kassim- Assistant Principal

Renee Coore-Barrett-ESE Specialist

Anita Evans- Social Worker

Joseph Jefferson- School Counselor

Jordan Fromson- Speech and Language Pathologist

Greer Robinson- ESE Support Facilitator

Cindy Tabio- School Counselor

Domain I: Leadership and Decision Making

Indicator	Implementation Status	Data Sources/Supporting Evidence
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.	Partially Almost	Grade Level Data Chats Individualized Behavior Chats ESE Supports
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. *It is recommended that the team table and return to this indicator after the entire BPIE assessment has been completed.	Partially Beginning	IEP Staffings Parent Survey Quarterly Data Chats FOCUS School Website
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	Staff Handbook Professional Learning Communities
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.	Partially Almost	Emails to ESE Support The school is equipped to provide educational services to all students. The principal requests services and supports to follow SWD in the school.
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.	Fully	Student schedules Students participate in the least restrictive environment. IEP is implemented across all school settings.

<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	Schedules IEP - Least Restrictive Environment
<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>	Partially Almost	<p>Administrators review staff schedules to ensure all personnel have opportunities to support students with and without disabilities.</p> <p>Staff Roster with names of personnel Administrators and ESE Specialist communicate expectations that reflect what is in the best interest for all students.</p>
<p>8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.</p>	Partially Almost	<p>Most students in the school receive intervention and support regardless of disability. ESE Specialist, ESE Teachers, SLP's and Coaches support classroom teachers and students in the areas that need improvement.</p>
<p>9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.</p>	Fully	Reviewed with staff at faculty meetings, through resources. Families receive resources through school website, notices, newsletters etc.
<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>	Fully	Administration

<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>Field Trips All students arrive and depart in the Bus Area daily and during field trips. Transportation Specialists makes sure that there are designated bus monitors who oversee bus students and area. Nursing services and individualized needs are addressed by school so all students can participate in field trips. Bus synopsis</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 activities and clubs are open to all students. This is evidenced by student participation in assemblies, clubs and field trips and camps (Community Connections camp, Conure Camp), Extended Learning opportunities for students not meeting proficiency, tutoring, homework help, YMCA</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>Administration and Leadership Team ensure all students are recognized in assemblies and celebrations. ESE Team works alongside School Counselor, Teachers and Support Staff in identifying students. Yearbook</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>Partially Almost</p>	<p>Administration approves and reviews PD goals. All staff has the opportunity to participate in professional development activities. School based PLC's and trainings are also included for teachers which review individual student data and needs as well as teacher data and needs. Sign in Sheets/ Agendas</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>Agendas/sign-in sheets from professional development activities and record of follow-up activities, master schedule All faculty receives information on PD and are encouraged to participate. Trainings occur on and off campus. Information is sent electronically and shared with staff from district as well as by Administration, ESE Specialist and Coaches.</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>Partially Almost</p>	<p>School staff receives assistance. This is discussed and reviewed with leadership team and teachers. Teacher leader(s) are identified to provide ongoing follow-up, coaching and feedback to teachers and teams. In-class coaching on collaborative teaching models are implemented.</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>Partially Almost</p>	<p>Schedule Teacher collaborative planning Master Calendar PLC's Lesson Plans</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 Beginning	Faculty Meetings
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.	Partially Almost	Curriculum maps and ongoing progress monitoring
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.	Partially Almost	Minutes of MTSS meetings, schoolwide PBIS plans, FBA documents
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 teachers use formative assessment data to adjust instruction Classroom data
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.	Partially Almost	Support Facilitator uses 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. DAR I-Ready Classroom data

<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>Fully</p>	<p>Character Education Monthly Traits, Anti Bullying, School Assemblies, Resiliency Lessons, Lauren's Kids Program</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>Fully</p>	<p>General education classrooms makes curriculum and instruction accessible and engaging. Lessons are presented in visual and oral formats. Multiple means of representation are used to give students various ways of acquiring, processing, and integrating information and knowledge. Assistive Technology, including visuals, computer based learning</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>Master Schedule, IEP, teacher and student schedules, Common Planning and Collaboration/ Template</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 Almost</p>	<p>All are encouraged to attend in house PD and District P.D.'s. Schedule Attend Team meetings with teachers and administration</p>

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.	Fully	Support Facilitator is an active member of the third grade 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	Collaborative planning with specific teachers and teams
29. Family members of SWD are contributing members of school decision-making groups.	Partially Almost	All families are invited to open meetings. Parents participate in IEP meetings but participation in SAC is minimal.
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Partially Almost	Trainings are placed on the school website that are offered by the District. Information is sent to parents via school flyers, letters, phone numbers and community resources.
31. When communicating with families of SWD, all personnel consider family members as a resource and obtain their input in planning and problem solving.	Partially Almost	IEP Meetings, ESE Meetings, RTI meetings, and Parent Teacher Conferences, Social Worker and School Counsellor Correspondence
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Partially Almost	Newsletter School Improvement Plan (SIP) is made available and encouraged to read.

<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Partially Beginning</p>	<p>Kindergarten Roundup Roster</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>ESE Team, and District support staff meet at matriculation meetings for Preschool students going to Kindergarten, IEP meetings, Matriculation meetings, Interim reports as needed. Vertical planning between teachers from school to school includes sharing information and effective instructional or behavioral supports for individual students. Schools identify and share individual needs of SWD, through the inclusive scheduling process, as they transition from grade to grade.</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>ESE Team, and District support staff meet at matriculation meetings for Preschool students going to Kindergarten, IEP meetings, Matriculation meetings, Interim reports as needed. Vertical planning between teachers from school to school includes sharing information and effective instructional or behavioral supports for individual students. 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

SUNLAND PARK ACADEMY 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 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.
- Indicator 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.
- Indicator 33. The school uses a person-centered planning process for SWD.