

SBPIE Assessment

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

NEW RENAISSANCE MIDDLE SCHOOL

District Name: Broward

MSID Number: 3911

Date Meeting Held: 10/17/2025

Initial Information

School Principal: Kenyatta Mckie

School Type: Middle/Junior

FIN Trained Meeting Leader/Title: Tamika Lee, ESE Liaison

Team Members Name/Title:

TAMIKA LEE

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.	Partially Almost	Ongoing progress monitoring data and classroom-based assessments show that learners benefits from accommodations such as extended time, rest breaks, and reduced task load to demonstrate true academic potential. Instructional staff demonstrate inclusive instructional practices consistent with the school's SIP plan — differentiated instruction, co-teaching, and collaboration among ESE and general education teachers.
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.	Partially Almost	10/17/25 LEADERSHIP TEAM MEETING *Administrators *Literacy/Math Coaches *Fine Arts Dept Head *ESE Specialists *IB Coordinator

<p>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.</p>	<p>Fully</p>	<p>MRS.JANUARY RODRIGUEZ TITLE 1 COORDINATOR/PLC The percentage of ESE students making learning gains in reading will increase from 23% to 30% by the FAST PM3.</p> <p>TAMIKA LEE ESE SPECIALISTS Coordinate and facilitate IEP and eligibility meetings, ensuring compliance with IDEA, state, and district policies.</p> <p>Collaborate with general education and ESE teachers to support inclusive practices and ensure appropriate accommodations, modifications, and services are implemented.</p> <p>Review, monitor, and update student IEPs for accuracy, timeliness, and alignment with data-based decision-making.</p> <p>Provide guidance and professional development to staff regarding IEP</p>
<p>4. School administrators follow district guidelines for all SWD to have the same school choice options as their peers without disabilities.</p>	<p>Fully</p>	<p>10/22/25 email Ms. Kornbluth for Behavior support for SVE and SWD in general education classes.</p>
<p>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.</p>	<p>Fully</p>	<p>SVE students spend an estimated 20% of instructional time with general education peers through their elective.</p>

<p>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.</p>	<p>Partially Almost</p>	<p>School administrators and ESE Specialist meets weekly through PLC's to share data pf SWD in middle school setting.</p>
<p>7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first.</p>	<p>Fully</p>	<p>Administrators and ESE support facilitators consistently articulate the following expectations for all school personnel during faculty meetings, School Advisory Committee meetings, PLCs.</p>
<p>8. School administrators inform staff of resources to apply best practices for teaching students with disabilities in general education classrooms and natural contexts.</p>	<p>Fully</p>	<p>School administrators provide and monitor the use of resources across all school teams, Supplemental materials for subject areas related to all academic standards, Accessible instructional materials, textbooks with alternate formats: audio/electronic, large print); and assistive technologies, supports and services. Which are met through IEP's and RTI.</p>
<p>9. School administrators expect all staff to use person first language in all written and verbal communications.</p>	<p>Fully</p>	<p>Electronic and verbal communication is made through teachers to parents and students.</p>

<p>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.</p>	<p>Fully</p>	<p>Professional Practice and Training Evidence</p> <p>Agendas or professional development logs for administrators or hiring teams on equitable hiring and inclusive recruitment.</p> <p>Documentation of administrator participation in ESE-focused hiring or interview training sessions.</p> <p>Samples of evaluation tools or interview protocols that include diversity, equity, and inclusion competencies.</p>
<p>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.</p>	<p>Fully</p>	<p>The principal and assistant principals make formal request to the district for bus schedules to be aligned. NRMS, has an extended 10 minutes each day.</p> <p>Students with and without disabilities attend field trips, community-based career or vocational instruction and school-sponsored trips together.</p>
<p>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.</p>	<p>Fully</p>	<p>Same-age peers provide natural supports to SWD, as appropriate, to facilitate social interactions during school-sponsored activities. SWD are eligible for and encouraged to run for student government, Mentors of Tomorrow and 5000 Role Models. All SWD are eligible, within the same guidelines as their peers without disabilities, for candidacy for homecoming court, prom court, etc.</p>

<p>13. The school ensures all SWD are given equal consideration for honors, awards and other designations offered by schools.</p>	<p>Fully</p>	<p>Students are awarded each quarter for academic and behavior. Also recognized through "Kids of Character"</p>
<p>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.</p>	<p>Fully</p>	<p>Agendas/sign-in sheets from professional learning activities and follow-ups. These are provided by meeting facilitators and/or administrators.</p>
<p>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.</p>	<p>Fully</p>	<p>New Renaissance Middle School provides ongoing, job-embedded professional learning opportunities for all school-based personnel, tailored to their specific roles, focused on best practices for educating students with disabilities within the general education setting.</p>
<p>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.</p>	<p>Fully</p>	<p>New Renaissance Middle School engages in team-based problem solving, coordinates scheduling to ensure appropriate student supports, and plans and implements effective behavior support strategies.</p>
<p>17. School administrators ensure collaborative planning time is included in staff schedules.</p>	<p>Fully</p>	<p>The principal allocates dedicated time for secondary special education teachers, who are assigned to various departments (e.g., science, English, history, math), to collaborate with general education teams and discuss the academic and behavioral progress of shared students.</p>

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.	Fully	The ESE teachers and support facilitators provide monthly updates with specific student information, instructional strategies and/or useful articles to teachers during weekly PLC's.
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	Walkthrough data via effective educators shows continuous progress monitoring data for 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	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 through RTI. Which are every Wednesdays.
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	The school has designated personnel(Math coach and Literary coach) with expertise in gathering and analyzing student data who provide ongoing support in the use of formative assessment processes.
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	Behavior plans are addressed during RTI, IEP meetings and parent teacher conferences.

<p>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.</p>	<p>Fully</p>	<p>Anti-bullying Conflict mediation Student problem solving Character education are implemented through our guidance department and through the Best Buddies and Human Relations Council.</p>
<p>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.</p>	<p>Partially Almost</p>	<p>Teachers engage students with disabilities by consistently using instructional strategies that encourage critical thinking and problem-solving, ensuring access to rigorous and meaningful learning rather than reducing curriculum expectations.</p>
<p>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.</p>	<p>Fully</p>	<p>When creating the school's master schedule, students with disabilities are prioritized and scheduled first. The schedule demonstrates a range of service delivery models throughout the school, including co-teaching, support facilitation, and consultation. When delivering in-class supports, teachers intentionally select and implement diverse instructional approaches such as station teaching, parallel teaching, and alternative teaching based on student needs and the desired instructional and assessment outcomes.</p>

<p>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.</p>	<p>Partially Almost</p>	<p>The roles and responsibilities of paraprofessionals are clearly defined and communicated by school administrators and teachers. The assistant principal provides dedicated time for paraprofessionals to collaborate with teachers and participate in student IEP meetings. Teachers and paraprofessionals work together to discuss and implement effective strategies and supports that promote success for students with disabilities within general education classrooms and natural learning environments.</p>
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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	Support facilitators and ESE specialist collaborate with general education teachers to share and implement instructional decisions made by the team. Special and general education teachers meet regularly to share information on curriculum and individual student support needs.
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	The master schedule, teacher lesson plans, and classroom observation data (iobservation) reflect that general and special education teachers use regularly scheduled collaborative planning time to clarify their roles and responsibilities while jointly designing effective instruction and assessment for all 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. Voting takes place during our SAC meeting for our parents of SWD to have an opportunity in decision-making.
30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.	Fully	During curriculum night, family learning opportunities include content and activities that are translated for families whose first language is not English.

31. The school ensures all school personnel invite families to provide valuable input in planning and problem-solving.	Fully	Parents can access FOCUS and go over interventions and instructional and testing accommodations from the IEP.
32. The school provides regular reports on the progress of implementing best practices for SWD with families, school district staff, and community members.	Fully	The SIP is shared with parents via SAC.
33. The school uses a person-centered planning process for SWD.	Fully	IEP's are accessed by the teacher clicking the "purple folder" near the learner's name to access the IEP to better serve the student. This allows the educator to review the goals and objectives to accommodate the student.
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	In the spring, the ESE specialists coordinate matriculation meetings for students moving from elementary to middle school or middle to high school, including giving a tour of the building, reviewing important information in the student handbook and orienting students to school procedures.

School BPIE Assessment Priority Indicators

NEW RENAISSANCE 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 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.
- Indicator 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.