

SBPIE Assessment

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

HOLLYWOOD CENTRAL ELEM. SCHOOL

District Name: Broward

MSID Number: 0121

Date Meeting Held: 5/12/2026

Initial Information

School Principal: Jennifer O'Neal

School Type: Elementary

FIN Trained Meeting Leader/Title: Michele Bonsanti, ESE Liaison

Team Members Name/Title:

Michele Bonsanti

Christine Centrone

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 Beginning	Data is collected every quarter. Benchmark Advance and Phonics Screeners Data chats are held with administration, support staff, teachers and students.
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	he school has developed a plan indicating goals related to inclusive practices through the SIP Plan. -Access to the SIP is available to all stakeholders on the school website, and on request in the front office. -Once every three years, the school completes a BPIE assessment and reports the results of all planned short- and long-term improvement efforts to the district. -The school leadership team analyzes data quarterly to monitor and evaluate progress toward meeting goals related to inclusive practices in the school.

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.	Partially Beginning	The key person is identified in various Hollywood Central Preparatory K-8 school documents, including: Staff roster Staff handbook School website ESE/MTSS meeting documentation The ESE Specialist serves as the key person and collaborates with ESE Support Facilitators, school administration, teachers, and support staff to analyze data, monitor BPIE goals, and support the implementation of inclusive practices for students with disabilities. The ESE Specialist also assists with monitoring IEP implementation, accommodations, student progress, and access to instruction within the general education setting.
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4. School administrators follow district guidelines for all SWD to have the same school choice options as their peers without disabilities.	Partially Almost	Hollywood Central Preparatory K–8 serves students within the school community, including students with disabilities (SWD), in general education and inclusive settings as appropriate. Support for SWD is provided based on student needs and IEP services; however, designated ESE support personnel are not currently assigned to each grade level. The school provides educational and support services through the ESE Specialist, ESE Support Facilitators, school counselors, school psychologist, speech-language pathologist, social worker, instructional support staff, and administration. The school continues to strengthen systems for providing consistent ESE support across grade levels and increasing access to inclusive instructional practices.
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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	Students with disabilities (SWD) at Hollywood Central Preparatory K-8 are educated with their nondisabled peers in age- and grade-appropriate general education settings to the maximum extent appropriate based on individual student needs and IEP services. The school utilizes an inclusion/push-in support model when appropriate, with ESE Support Facilitators collaborating with general education teachers to provide accommodations, specially designed instruction, and additional academic support. SWD participate with their nondisabled peers in core academic classes, specials/electives, school activities, and other educational opportunities to the maximum extent appropriate. Placement and scheduling decisions are based on individual student needs and IEP requirements rather than a student's exceptionality or the availability of school resources. SWD have access to schoolwide intervention and enrichment opportunities, including WIN, small-group instruction, targeted reading and mathematics interventions, and before- and after-school tutoring. General education and ESE teachers collaborate to differentiate instruction, implement IEP accommodations, monitor student progress, and maintain high expectations for SWD. Administration and the ESE team review student schedules, services, and progress to support access to the least restrictive environment and ensure IEP services are implemented appropriately.
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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 Almost	HCP K–8 provides Pre-K Intensive and Pre-K Specialized programs for students with disabilities based on individual needs and IEP services. Pre-K teachers, ESE staff, and related service providers collaborate to provide developmentally appropriate instruction, accommodations, and behavioral supports. Students are provided opportunities to interact with nondisabled peers when appropriate. Administration and the ESE team monitor student progress and continue to identify opportunities to increase inclusive experiences for Pre-K SWD.
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7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first.	Fully	SWD are included in general education classrooms and school activities to the maximum extent appropriate based on their individual needs and IEPs. General education and ESE staff share responsibility for the academic, behavioral, social-emotional, and safety needs of SWD across school settings. Administration communicates expectations for inclusive practices through faculty meetings, PLCs, collaborative planning, ESE meetings, and staff communication. ESE Support Facilitators collaborate with general education teachers to support differentiated instruction, accommodations, interventions, and implementation of IEP services. School personnel refer to ESE staff by their professional roles rather than by the exceptionality of the students they serve. Health and safety procedures, including individual healthcare and emergency plans when applicable, are communicated to appropriate staff. Administration reviews student needs, staffing, and schedules to support access to services and inclusive educational opportunities for SWD.
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8. School administrators inform staff of resources to apply best practices for teaching students with disabilities in general education classrooms and natural contexts.	Partially Almost	Grade-level and content-area teams are provided opportunities for common instructional planning and collaboration. Administration allocates personnel and resources based on student and instructional needs, including ESE Support Facilitators, instructional support staff, school counselors, the ESE Specialist, Speech-Language Pathologist, School Psychologist, and other related service providers. Teachers have access to differentiated instructional materials, intervention resources, technology, and supplemental programs to support SWD in accessing grade-level standards. Administration collaborates with ESE staff to monitor student needs and adjust personnel, instructional supports, accommodations, and resources as needed. ESE and general education staff collaborate during planning and PLCs to support the implementation of IEP services and inclusive instructional practices.
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9. School administrators expect all staff to use person first language in all written and verbal communications.	Partially Almost	Administration promotes and reinforces the consistent use of person-first language when referring to students with disabilities in all school settings. Faculty and staff are expected to refer to students by name and individual need rather than by disability, exceptionality, eligibility, or ESE program. Person-first language and appropriate terminology are reinforced through faculty communication, ESE meetings, PLCs, student support meetings, referrals, and other school documentation. Administration and ESE staff model respectful and confidential communication when discussing student needs, services, accommodations, and supports. Staff are provided guidance and ongoing reminders to ensure written, verbal, and electronic communication reflects respectful and inclusive practices for SWD.
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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	During the interview and hiring process, administration discusses the school's expectations for supporting students with disabilities in inclusive educational settings. Interview questions and discussions are used to assess candidates' knowledge of differentiated instruction, accommodations, collaborative planning, classroom management, and meeting the needs of diverse learners. Candidates are expected to demonstrate a willingness to collaborate with general education, ESE, and support staff to meet the academic, behavioral, and social-emotional needs of SWD. Administration considers candidates' experience and ability to provide equitable access to grade-level instruction while maintaining high expectations for all students.
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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	Administration and ESE staff monitor arrival and dismissal procedures to ensure the safety and accessibility of transportation services for SWD. SWD participate in school arrival and dismissal procedures with their nondisabled peers, as appropriate based on individual transportation needs. Designated staff oversee bus arrival and departure procedures and communicate transportation concerns to administration. SWD are not routinely required to arrive earlier or depart later than their nondisabled peers due to their disability. SWD participate in field trips and school activities with their nondisabled peers and utilize the same transportation whenever appropriate, with required accommodations and supports provided.
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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	Hollywood Central Preparatory K–8 promotes full participation of SWD in the academic, social, and extracurricular life of the school. SWD participate alongside their nondisabled peers in electives, Visual and Performing Arts, athletics, clubs, field trips, school performances, celebrations, and other age-appropriate school-sponsored activities. Accommodations, supports, and services are provided as needed to ensure that a student’s disability does not create a barrier to participation in school-sponsored programs or activities. SWD participate in grade-level field trips and special events with their same-age peers and are not separated from activities solely based on disability or ESE eligibility. Families of SWD receive the same communication regarding extracurricular activities, field trips, programs, and school events as all families. Administration, teachers, ESE staff, and support personnel collaborate to identify and address barriers that may impact the meaningful inclusion and participation of SWD throughout the school community.
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13. The school ensures all SWD are given equal consideration for honors, awards and other designations offered by schools.	Partially Beginning	Hollywood Central Preparatory K-8 ensures that SWD are provided equitable opportunities to earn and receive schoolwide honors, awards, incentives, and recognitions alongside their nondisabled peers. SWD are considered for academic achievement, academic growth, attendance, character education, citizenship, positive behavior, and other grade-level and schoolwide recognitions using the same established criteria as their peers. Students with disabilities, including students receiving instruction through Access Points, are included in recognition opportunities that are appropriate and accessible based on the established criteria for each award. SWD are recognized during the same ceremonies, celebrations, classroom activities, and schoolwide events as their nondisabled peers. Administration and staff promote an inclusive recognition system that celebrates the achievement, growth, effort, character, and contributions of all students.
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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 Beginning	Administration has begun identifying professional learning (PL) and technical assistance (TA) needs through classroom walkthroughs, student data, data chats, PLCs, IEP team input, and staff feedback. Some school-based professional learning and instructional support are provided in response to identified needs related to SWD, including accommodations, differentiated instruction, behavior supports, and implementation of IEP services. Administration, the ESE Specialist, ESE Support Facilitators, and instructional support staff collaborate to provide teachers with resources, guidance, and technical assistance as needs are identified. Student performance and progress-monitoring data are reviewed during PLCs, MTSS meetings, data chats, and collaborative planning; however, the use of these data to systematically identify PL and TA needs is still developing. Professional learning and technical assistance are not yet consistently differentiated or implemented across all grade levels, content areas, and staff supporting SWD. The school will continue developing a more consistent process for identifying, providing, documenting, and monitoring PL and TA to ensure the needs of all SWD, including students with low-incidence disabilities, are addressed.
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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 Beginning	HCP K-8 has begun providing job-embedded professional learning for staff through PLCs, collaborative planning, coaching, faculty meetings, and ESE support. Administration and ESE staff provide some training, resources, and guidance related to accommodations, differentiated instruction, IEP implementation, behavior supports, and inclusive practices for SWD. Some teachers and collaborative teams receive coaching, modeling, and technical assistance based on identified student and instructional needs. Opportunities are provided for general education and ESE staff to collaborate and discuss strategies for supporting SWD in the general education setting. Current job-embedded professional learning practices are not yet consistently implemented across all grade levels, content areas, or personnel. Additional professional learning is needed to strengthen staff knowledge of specially designed instruction, Access Points, assistive technology, supports for students with low-incidence disabilities, and other inclusive practices. The school is working toward developing a more consistent schoolwide system for providing, documenting, and monitoring ongoing job-embedded professional learning for all personnel who support SWD.
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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 Beginning	HCP K–8 has begun providing job-embedded technical assistance to teachers and staff based on identified student, classroom, and instructional needs. Administration, the ESE Specialist, ESE Support Facilitators, and instructional support staff provide technical assistance through collaborative planning, PLCs, classroom support, team problem-solving, and individual teacher support. Technical assistance currently includes support with implementing IEP accommodations, differentiated instruction, behavior supports, small-group instruction, scheduling of student services, and strategies for supporting SWD within the general education setting. In-class coaching, modeling, co-planning, and feedback are provided to some teachers and collaborative teams when specific needs are identified. ESE and support staff collaborate with teachers to problem-solve individual student needs and identify appropriate instructional, behavioral, and classroom supports. Technical assistance is not yet provided or documented consistently across all grade levels, content areas, and staff who serve SWD. The school will continue developing a more systematic process for identifying TA needs and providing ongoing coaching and follow-up, particularly in specialized areas such as Access Points, assistive technology, visual and communication supports, and services for students with low-incidence disabilities.
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17. School administrators ensure collaborative planning time is included in staff schedules.	Partially Almost	HCP K–8 provides scheduled collaborative planning and PLC opportunities for grade-level and content-area teams. PLCs and collaborative planning are used to review student data, discuss instructional needs, plan interventions, and identify strategies to support student achievement. General education and ESE staff have opportunities to collaborate regarding SWD; however, dedicated collaborative planning between ESE and general education staff is not yet consistently built into schedules across all grade levels and content areas. Student data and progress-monitoring information are reviewed during PLCs and data chats to guide instructional decisions and identify additional supports for SWD. Administration has begun strengthening structures for documenting and monitoring collaborative planning to ensure SWD needs, accommodations, and IEP services are consistently addressed. Additional scheduling and planning structures are needed to ensure consistent collaboration between general education, ESE, and support staff across the school.
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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 Beginning	HCP K-8 has begun strengthening collaboration between ESE staff, related service providers, and specials/elective teachers who serve SWD. Specials and elective teachers are provided access to appropriate student information and IEP accommodations needed to support SWD within their instructional settings. ESE staff and related service providers are available to provide consultation and guidance regarding accommodations, instructional strategies, behavioral supports, and individual student needs. Specials/elective teachers have opportunities to provide feedback to ESE staff regarding student performance, participation, and the effectiveness of accommodations and supports. Collaboration currently occurs based on individual student or teacher needs; however, regularly scheduled meetings between ESE, related service providers, and specials/elective teachers are not yet consistently implemented schoolwide. The school will continue developing a more consistent process for communication, collaboration, and follow-up to ensure specials and elective teachers are adequately supported in meeting the needs of all SWD, including students with low-incidence disabilities.

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 Beginning	General education and ESE teachers use Florida's B.E.S.T. Standards as the foundation for instruction and learning targets for SWD. IEP goals are developed based on individual student needs and support access to grade-level academic standards. Students with significant cognitive disabilities receive instruction aligned to Access Points, with appropriate accommodations, modifications, and supports. Teachers use student data, classroom performance, and progress-monitoring assessments to identify instructional needs and adjust supports for SWD. Collaboration between general education and ESE staff occurs to support standards-based instruction; however, these practices are not yet implemented consistently across all grade levels and content areas. The school continues to strengthen the alignment of standards, IEP goals, Access Points, instructional practices, and progress monitoring for all SWD.
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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 Beginning	HCP K–8 utilizes an MTSS problem-solving process to identify academic, behavioral, and social-emotional needs and determine appropriate interventions for students, including SWD. Grade-level teams review student achievement, progress-monitoring, attendance, and behavioral data during PLCs, data chats, and MTSS meetings to identify students requiring additional support. Tiered academic interventions are provided through WIN, small-group instruction, targeted intervention programs, and additional instructional supports based on student needs. The MTSS team collaborates with teachers, ESE staff, counselors, and administration to develop and monitor interventions and determine appropriate next steps. Families are included in the problem-solving process when students require additional interventions and supports. MTSS practices are currently in place; however, consistent implementation, documentation, progress monitoring, and follow-up across all grade levels and for all SWD are still developing. The school will continue strengthening its schoolwide MTSS system to ensure interventions are consistently matched to student needs and monitored for effectiveness.
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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 Beginning	HCP K–8 has begun using multiple data sources to monitor the academic and behavioral progress of SWD and determine the effectiveness of interventions. General education and ESE staff review student data during PLCs, data chats, MTSS meetings, and collaborative planning to identify student needs and adjust instructional supports. Data sources include FAST, STAR, curriculum-based assessments, classroom formative assessments, progress-monitoring tools, behavior data, IEP progress, and teacher observations. SWD have access to schoolwide tiered interventions, including WIN, small-group instruction, targeted reading and math interventions, and behavioral supports based on individual student needs. Administration, ESE staff, and instructional support personnel assist teachers with reviewing data and identifying appropriate interventions and next steps. Data collection and analysis are occurring; however, consistent documentation and evaluation of student response to interventions across all grade levels and for all SWD are still developing. The school will continue strengthening its process for using data to determine intervention effectiveness and make timely instructional and behavioral adjustments.
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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.	Not Yet	HCP K–8 has not yet established a consistent schoolwide process for using formative assessment data specifically to increase access to general education and natural settings for SWD who spend less than 80% of their school day in general education classes. Teachers collect academic, behavioral, and IEP progress-monitoring data; however, the systematic use of these data to identify strategies that increase participation in general education and natural contexts has not yet been fully developed. The school will work with ESE staff, IEP teams, and administration to establish procedures for reviewing formative assessment data, adjusting instructional and behavioral supports, and identifying appropriate opportunities for increased inclusion.
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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 Beginning	HCP K–8 has begun implementing schoolwide programs and activities that promote positive relationships among students with and without disabilities. Schoolwide Resiliency Education, Lauren’s Kids lessons, anti-bullying instruction, Start With Hello activities, and monthly Character Education lessons are used to promote kindness, cooperation, inclusion, safety, and positive peer relationships. School counselors support students through conflict resolution, mediation, social-emotional support, and problem-solving activities. Teachers incorporate collaborative learning, team-building, and classroom activities that encourage positive interactions among students with and without disabilities. SWD are included in schoolwide celebrations, clubs, electives, performances, field trips, and other activities that provide opportunities for meaningful peer interaction. These practices are in place; however, a consistent schoolwide structure specifically focused on peer support, self-advocacy, and relationship-building for all SWD is still developing.
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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	HCP K–8 teachers have begun implementing differentiated instructional practices to provide SWD with multiple opportunities to access and engage with grade-level instruction. Teachers utilize whole-group and small-group instruction, visual and verbal supports, manipulatives, instructional technology, and other strategies based on individual student needs. IEP accommodations, including extended response time, small-group settings, oral presentation/response, visual supports, and assistive technology, are implemented as appropriate. Teachers provide multiple ways for students to demonstrate understanding while maintaining appropriate grade-level expectations and rigor. ESE and general education staff collaborate to identify instructional strategies, accommodations, and supports that increase the participation of SWD in general education settings. These practices are evident in classrooms; however, consistent implementation of differentiated, accessible instruction for all SWD, particularly students with more intensive support needs, is still developing across the school.
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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.	Partially Beginning	HCP K-8 provides ESE services through multiple service delivery models based on individual student needs and IEP requirements, including support facilitation/push-in, consultation, small-group support, and specialized settings. ESE Support Facilitators collaborate with general education teachers to provide accommodations, specially designed instruction, and targeted support within the general education classroom. Related services, including speech/language, occupational therapy, and physical therapy, are provided based on individual IEP needs and in the least restrictive setting appropriate. Administration and ESE staff review student schedules and services to support access to general education and ensure IEP services are provided. Some collaborative instructional approaches are being utilized; however, consistent implementation of a variety of co-teaching and service-delivery models across all grade levels is still developing. The school will continue strengthening scheduling, collaborative planning, and service-delivery structures to increase opportunities for SWD to receive instruction and services in the least restrictive environment.
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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	HCP K–8 has begun providing paraprofessionals with guidance and training related to their roles and responsibilities when supporting SWD. Paraprofessionals collaborate with ESE teachers, general education teachers, and support staff to implement academic, behavioral, communication, and social-emotional supports based on individual student needs. Administration and ESE staff provide direction regarding student safety, confidentiality, accommodations, behavior supports, and appropriate levels of assistance. Teachers and paraprofessionals communicate regarding strategies and supports needed for SWD in general education and specialized settings. Administration and ESE staff monitor paraprofessional assignments and provide feedback and additional support when needs are identified. Professional learning for paraprofessionals is occurring; however, a consistent schoolwide system for ongoing training, documentation, and follow-up for all paraprofessionals is still developing.
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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.	Partially Beginning	HCP K–8 recognizes ESE staff as important members of the instructional team and has begun strengthening collaboration between ESE and general education staff. ESE Support Facilitators collaborate with general education teachers to discuss student needs, accommodations, interventions, instructional strategies, and IEP implementation. ESE staff participate in PLCs, data discussions, MTSS meetings, IEP meetings, and collaborative planning opportunities when appropriate. General education and ESE staff share responsibility for supporting the academic, behavioral, and social-emotional progress of SWD. Collaboration is occurring; however, ESE staff are not yet consistently integrated into all grade-level and content-area collaborative planning structures across the school. HCP K–8 will continue strengthening structures that allow ESE and general education staff to regularly plan, problem-solve, and make instructional decisions together.

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 Beginning	HCP K-8 has begun providing opportunities for general education and ESE teachers to collaborate regarding instruction and supports for SWD. During collaborative planning, teachers discuss student needs, IEP accommodations, differentiated instruction, interventions, behavior supports, and appropriate assessment practices. General education and ESE staff share responsibility for supporting SWD and work together to identify appropriate instructional strategies and classroom supports. Administration provides guidance and support to strengthen the roles and responsibilities of general education and ESE staff within the support facilitation model. Collaborative planning between general education and ESE teachers is occurring; however, it is not yet regularly scheduled or consistently implemented across all grade levels and content areas. The school will continue strengthening collaborative planning structures to support consistent co-planning, instructional decision-making, and shared responsibility for SWD.
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29. The school ensures that family members of SWD are contributing members of school decision-making groups.	Partially Almost	HCP K–8 provides families of SWD opportunities to participate in school decision-making through SAC/SAF meetings, parent conferences, IEP meetings, and other school-based activities. Administration communicates opportunities for families to provide input regarding school programs, student supports, academic achievement, and school improvement initiatives. Families of SWD are encouraged to participate in school committees, events, and other opportunities for family engagement and shared decision-making. Family input is considered during IEP meetings and other student-centered problem-solving and decision-making processes. Family participation is occurring; however, the school does not yet have a consistent process for specifically recruiting and monitoring the participation of families of SWD on schoolwide decision-making groups. HCP K–8 will continue strengthening outreach to increase the representation and active participation of families of SWD in SAC/SAF and other school decision-making opportunities.
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30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.	Partially Almost	HCP K–8 provides families of SWD with learning opportunities, resources, and information to support student academic achievement and individual needs. Families receive information and strategies related to academics, homework support, assessments, interventions, IEP services, and available school and district resources. Family learning opportunities are provided through school events, parent conferences, IEP meetings, SAC/SAF meetings, school communications, and other family engagement activities. Information regarding learning opportunities and resources is communicated through newsletters, emails, school messaging platforms, the school website, and other parent communication methods. Translation and language support are provided when needed to increase access and participation for families. Student data and family feedback are used to identify areas of need; however, a consistent schoolwide process for using formal needs-assessment data specifically to plan learning opportunities for families of SWD is still being strengthened.
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31. The school ensures all school personnel invite families to provide valuable input in planning and problem-solving.	Partially Almost	School personnel actively encourage families of SWD to provide input during IEP meetings, parent conferences, MTSS meetings, behavioral problem-solving, and other student support meetings. Families are provided opportunities to share information regarding their child's academic, behavioral, social-emotional, and individual support needs. Teachers and ESE staff maintain ongoing communication with families regarding student progress, accommodations, interventions, behavior supports, and strategies that can be reinforced at home. Families receive information and resources to support academic and behavioral goals and promote consistency between school and home. Parent input is considered when developing and reviewing IEP goals, interventions, accommodations, and individualized student supports. Family collaboration is evident throughout the school; however, consistent documentation of family input across all grade levels and student support processes continues to be strengthened.
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32. The school provides regular reports on the progress of implementing best practices for SWD with families, school district staff, and community members.	Not Yet	The school has not yet established a formal process for regularly reporting progress on the implementation of BPIE priority indicators and best practices for SWD to families, district staff, and community members. Information regarding SWD achievement and school improvement efforts may be discussed through existing school meetings and data reviews; however, this information is not currently provided as a formal BPIE progress report. A consistent process for documenting BPIE implementation, improvement efforts, and outcomes has not yet been established. The school will develop a process for periodically reviewing and communicating progress toward BPIE priority indicators with staff, families, district personnel, and other stakeholders. BPIE progress and outcomes will be connected to relevant School Improvement Plan goals and other schoolwide improvement efforts when appropriate.
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33. The school uses a person-centered planning process for SWD.	Partially Beginning	The school has begun implementing person-centered planning practices to support SWD as they transition from grade to grade and between school levels. Smooth transitions are supported through vertical planning, articulation meetings, IEP meetings, and communication between ESE and general education staff. Student strengths, individual needs, accommodations, services, and supports are considered when planning for transitions and continued academic success. Families are included in IEP and transition-related discussions and have opportunities to provide input regarding student needs and goals. Students are provided opportunities to develop self-advocacy, independence, and self-determination skills as appropriate. Person-centered planning practices are occurring; however, a consistent schoolwide process for documenting and implementing these practices for all SWD is still developing.
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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 Beginning	The school has begun implementing team-based processes to support smooth transitions for SWD from grade to grade and school to school. Vertical planning and articulation meetings are used to share information regarding student needs, accommodations, services, instructional supports, and behavioral supports. Administration, ESE staff, general education teachers, counselors, and other support personnel collaborate when making scheduling and transition decisions for SWD. IEP services and the least restrictive environment are considered when determining appropriate supports and placements as students transition. Student information and identified supports are communicated to receiving teachers and staff to promote continuity of services. Transition and articulation practices are in place; however, a consistent schoolwide process for documenting and monitoring the transfer of supports for all SWD is still developing.
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School BPIE Assessment Priority Indicators

HOLLYWOOD CENTRAL ELEM. 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 9. School administrators expect all staff to use person first language in all written and verbal communications.
- 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.
- 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.
- Indicator 27. The school ensures that all special education staff are recognized as essential, collaborative members of the general education team.
- Indicator 31. The school ensures all school personnel invite families to provide valuable input in planning and problem-solving.