

# **SBPIE Assessment**

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

**NEW RIVER MIDDLE SCHOOL**

**District Name: Broward**

**MSID Number: 0881**

**Date Meeting Held: 9/20/2024**

# Initial Information

**School Principal:** LEZONDRA HARRIS

**School Type:** Middle/Junior

**FIN Trained Meeting Leader/Title:** Jamarra Henderson, ESE Liaison

**Team Members Name/Title:**

Lezondra Harris- Principal

Claudia Ruiz- Assistant Principal

Charlene Ambroise- Assistant Principal

Gerard Pericles- Assistant Principal

Sabine Taylor- Counselor

Ivonne Hidalgo- Counselor

Riley Cosgrave- Counselor

Stephanie Riley- Math Coach

Kimberly Coombs- Reading Coach

## Domain I: Leadership and Decision Making

| Indicator                                                                                                                                                                                                             | Implementation Status | Data Sources/Supporting Evidence                                                                                                                                                                                    |
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| 1. The school analyzes data to identify current practices and remove barriers to providing educational services for all SWD in general education and natural contexts in every school.                                | Fully                 | FAST Data, Alternative Assessment data, Behavior data, Gen Ed Data, Classroom Walk- Throughs, Informal Observations IEP Goals. SIP, iReady, CFA's and Teacher made Assessments                                      |
| 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                 | Informal Observations IEP Goals, SIP Plan Goals, Website, front office data reports and Data cat schedule and meeting notes, Life Skills and Wellness (LSW) Trainings, Interim/Progress Reports                     |
| 3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for educating all students with disabilities in general education and natural contexts.                    | Fully                 | Administrations, ESE Specialist, ESE Support Facilitators, School Counseling, Social Worker, School Psychologist and Administrators                                                                                 |
| 4. School administrators follow district guidelines for all SWD to have the same school choice options as their peers without disabilities.                                                                           | Fully                 | Before and After Care, Magnet Program, Extra Curriculum Activities, Feild Trips and ELO Opportunities                                                                                                               |
| 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      | Master Schedule<br>Student schedules<br>Attendance reports<br>Speech Schedules<br>Counseling<br>Support Services<br>ELO<br>Life Skills and Wellness (LSW) Lessons<br>Brain Smart Start<br>Elective Course Selection |

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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.<br><b>*Schools with early childhood (preschool) programs only.</b> | No Pre-K |                                                                                                                                                                                                                                                                            |
| 7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first.                                                                                                 | Fully    | Pre-Planning ESE Policy and Procedure Training<br>Life Skills and Wellness Trainings<br>School Wide PD's<br>ESE Accommodations<br>ESE Services<br>IEP Meetings<br>Procedural Meetings/ Visits<br>PLP's                                                                     |
| 8. School administrators inform staff of resources to apply best practices for teaching students with disabilities in general education classrooms and natural contexts.                                                                                | Fully    | Life Skills and Wellness Trainings<br>Read 180<br>Decoding System 44<br>iReady<br>Instructional Planning<br>Assistive Technology<br>Supports and Services<br>Reading and Math Coaches                                                                                      |
| 9. School administrators expect all staff to use person first language in all written and verbal communications.                                                                                                                                        | Fully    | Pre-Planning ESE Policy and Procedure Training<br>School Improvement Plan<br>School Newsletter<br>Parentlink Messages<br>Professional Development<br>Professional Learning Communities (PLC's)<br>Administration provides all staff with ongoing information and resources |

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| <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>Conduct teacher assistant interview and SVE teacher interviews<br/>School interview team members assess applicant responses to ensure a willingness to implement inclusive educational practices, such as collaborative planning and teaching, differentiating instruction, etc.<br/>Give me an example of a time when you facilitated relationship-building between students with and without disabilities.</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>School Community Activities/ Field Trips all students are included.<br/>All bus arrivals and departures occur at the same time and location for students with and without disabilities.<br/>Administrators review bus arrival and departure procedures for all buses to ensure the safety of all students and identify potential problem areas (e.g, physical access, health and safety measures, adequate supervision for all bus arrivals and departures).<br/>Students with and without disabilities attend field trips, community-based career or vocational instruction and school-sponsored trips together.</p> |

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| <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>Student schedules<br/>Elective class rosters<br/>Parent Messages written in Agenda Books<br/>School Community Activities clubs and sports are open. All SWDs have access to all school facilities and non-academic activities. Athletic coaches include students with disabilities in the same activities as those without disabilities. All personnel advocate for the inclusion and full participation of SWDs in school-sponsored activities. School personnel model strategies and create opportunities for students without disabilities to socialize with SWDs in non-academic contexts, (e.g., clubs, common gathering areas, lunch, pep rallies).</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>Honor Roll awards<br/>Daily ICU incentives<br/>Shark of the month awards<br/>All SWDs are recognized for honors and awards in the same manner and at the same time as those without disabilities. All SWDs, including those who are working on a modified curriculum, are included in honors and awards programs (e.g., honor roll, citizenship awards, academic awards, science fair and attendance awards),</p>                                                                                                                                                                                                                                             |

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| <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>Pre-Planning ESE Policy and Procedure Training<br/> Inservice District Training<br/> Parent Night Training<br/> Professional development school wide for ESE strategies accommodations and services.<br/> IEP Reviews<br/> Weekly PLC's<br/> Professional development<br/> Progress Reports<br/> PD and TA are differentiated for each staff member, as per their assessed needs.<br/> Regular review of student learning data is reflected in an effort to determine ongoing PD and TA needs.</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>Professional development plan<br/> SAC/SAF School Improvement Plan<br/> Professional Learning Communities (PLC's)<br/> Administrators identify collaborative teams, including general and special education staff, to participate in all PD related to effective inclusive practices.<br/> Curricular accommodations and modifications in general education classes and non-instructional activities<br/> School leaders provide a published schedule of PD opportunities, made available throughout the school year, for all school personnel.</p> |

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| <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>In-class coaching on collaborative teaching models<br/> professional learning communities<br/> Data Driven Scheduling<br/> Canvas Trainings<br/> FOCUS training<br/> Math and Reading Coaches<br/> Inclusive scheduling<br/> RTI Coordinator<br/> Department Chairs<br/> Team Collaboration</p>                                                                                                                                                                                                                                    |
| <p>17. School administrators ensure collaborative planning time is included in staff schedules.</p>                                                                                                                                                                                      | <p>Fully</p> | <p>Weekly ESE Department Meeting<br/> Agenda<br/> Notes from teacher planning PLC meetings<br/> Master Schedule<br/> Collaborative Planning<br/> Meeting Minutes<br/> The principal schedules time for secondary special education teachers, assigned to different departments (e.g., science, English, history, math) to meet with general education teams to discuss the progress of students they have in common.<br/> There is a schedule and record of PLCs related to the review of student work and instructional planning</p> |

## Domain II: Instruction and Student Achievement

| Indicator                                                                                                                                                                                                                      | Implementation Status | Data Sources/Supporting Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| 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                 | <p>Elective and ESE Teacher schedules</p> <p>Teachers' lesson plans</p> <p>Data collection for all SWD students for the IEP process.</p> <p>ESE teachers and support services personnel solicit feedback from specials, and electives teachers to determine the effectiveness of instructional accommodations or modifications.</p> <p>The LATS team provides guidance and training on the use of assistive technology devices.</p> <p>A special education teacher is available to observe students during class and discuss accommodations, modifications or other appropriate supports for these students.</p> |
| 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                 | <p>Lesson Plans</p> <p>IEP's</p> <p>iReady</p> <p>Walk-through data</p> <p>Progress monitoring</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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| <p>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.</p> | <p>Fully</p> | <p>RTI Weekly Meetings<br/> School wide PBS<br/> School Rules<br/> ICU's<br/> Life Skills and Wellness Lessons<br/> PD and TA activities for implementing MTSS are documented, including evaluation criteria to measure desired outcomes.<br/> Families are provided information and opportunities to understand the MTSS process as it relates to tiered interventions for their child.<br/> Administrators allocate resources to support schoolwide MTSS, functional behavior assessments (FBA) and PBS plans.</p> |
| <p>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.</p>                                          | <p>Fully</p> | <p>RTI MTSS Minutes<br/> PBIP and FBA Plans<br/> Data Collection for IEP's<br/> HMH<br/> Read 180<br/> iReady<br/> DAR<br/> Toma 3<br/> FSA Scores<br/> Attendance<br/> Grades<br/> Parent Input<br/> ABC Recording<br/> Frequency Data<br/> Observations<br/> Interest Inventor</p>                                                                                                                                                                                                                                 |

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| <p>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.</p> | <p>Fully</p>            | <p>FSAA Information<br/>DAR<br/>Toma 3<br/>Parent Input<br/>CMAT<br/>Parent Notes<br/>Support Information from Speech, OT,OP, VI Teachers<br/>Unique Curriculum</p>                                                                                                                                                                                                                                                                                |
| <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 Bully week<br/>Life Skills and Wellness Lessons<br/>Inclusion Week<br/>Hispanic Heritage Month<br/>Conflict Mediation<br/>Best Buddies<br/>Community Service Projects</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>UDL<br/>Lessons are presented in visual and oral formats<br/>Classroom observations<br/>Appropriate response time is given for SWDs to participate.<br/>Instructional technology<br/>Visual Schedules<br/>Teachers allow students to respond orally on assessments.<br/>Teachers involve students with disabilities by regularly using instructional strategies that support more complex thinking rather than watering down the curriculum</p> |

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| <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>Master schedule<br/>IEP Meetings<br/>Classroom observations<br/>Student schedules<br/>Related services<br/>Physical therapy is provided during P.E. or recess and occupational therapy is provided during writing activities.<br/>Consultation<br/>Support Facilitation</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>Fully</p> | <p>Paraprofessional interviews<br/>Professional development sign in sheets<br/>Paraprofessional schedules<br/>The roles and responsibilities of paraprofessionals are clearly outlined and communicated by administrators and teachers.<br/>Teachers and paraprofessionals discuss strategies and methods to provide individual supports to SWDs in general education classrooms and natural contexts.<br/>Administrators and teachers monitor the activities of paraprofessionals to evaluate the effectiveness of supports provided to SWDs<br/>Paraprofessionals can clearly articulate the learning, communication and behavioral support needs of the SWDs they serve</p> |

### Domain III: Communication and Collaboration

| Indicator                                                                                                                                                                                                        | Implementation Status | Data Sources/Supporting Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| 27. The school ensures that all special education staff are recognized as essential, collaborative members of the general education team.                                                                        | Fully                 | Curriculum/Leadership Team schedule, agenda and notes<br>A secondary school special education teacher is an active member of the social studies department.<br>Special education teachers collaborate with general education teachers to share and implement instructional decisions made by the 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. | Fully                 | Professional development calendar<br>Master schedule<br>Teacher lesson plans<br>classroom walk-through schedule<br>ESE Weekly Team Meetings and PLC meeting and lesson planning<br>Teachers determine appropriate accommodations and other supports (e.g., behavior, visual and communication) for individual students.<br>When planning, teachers consider the application of UDL and DI as part of every lesson.<br>Teachers reflect on and assess their effectiveness as collaborative teachers.<br>Administrators provide ongoing support to assist collaborative teachers in identifying, clarifying and developing their roles and responsibilities. |
| 29. The school ensures that family members of SWD are contributing members of school decision-making groups.                                                                                                     | Fully                 | SAC/SAF meeting notes<br>Parent Nights<br>IEP Meetings<br>RTI Meetings<br>Parent Teacher Conferences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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| 30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.                                  | Fully | SAC/ SAF and Curriculum night.<br>SIP<br>IEP's<br>FBA/PBIP Plans<br>Teacher Conferences<br>RTI Information<br>Website<br>Family Learning Opportunities<br>Guidance Counselors<br>Social Worker     |
| 31. The school ensures all school personnel invite families to provide valuable input in planning and problem-solving.                                      | Fully | SAC/SAF meeting notes<br>Parentlink messages<br>Parent conferences and open house<br>IEP's<br>FBA/PBIP Plan Meetings                                                                               |
| 32. The school provides regular reports on the progress of implementing best practices for SWD with families, school district staff, and community members. | Fully | BPIE<br>Open House<br>Annual Customer Survey<br>Pre-Planning Week<br>The school administrator provides a report to other school administrators during district meetings.                           |
| 33. The school uses a person-centered planning process for SWD.                                                                                             | Fully | IEP's<br>ESE Matriculation<br>Best Buddies Club<br>The school involves adult and community agencies and postsecondary education institutions in personcentered planning.<br>Matriculation Meetings |

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| <p>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.</p> | <p>Fully</p> | <p>End of the Year Matriculation meetings<br/>Future Educational Planning<br/>Orientation<br/>The school provides opportunities and transportation for a student with autism spectrum disorder, transitioning from one school to another.</p> |
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# School BPIE Assessment Priority Indicators

NEW RIVER 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 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.
- 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.