SBPIE Assessment

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

HOLLYWOOD PARK ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 1761

Date Meeting Held: 9/15/2025

Initial Information

School Principal: Galina MArkevich

School Type: Elementary

FIN Trained Meeting Leader/Title: Melinda Cartwright, ESE Liaison

Team Members Name/Title:
Melinda Cartwright

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.	Fully	Quarterly Data Chats (individual students) and Data is also discussed during PLC (grade-level/class data). CPST, IEP Meetings, FSA/FSAA, Diagnostic Assessments (I-ready, checkpoints, Standards Mastery Assessments, BAS, BSA and writing samples). MTSS Agendas, Annual IEP Review, Student Data Analysis and Data Screeners. STAR; FAST; I-Ready scores; A-B-C Data collection forms; Progress monitoring tools embedded in the intervention programs.
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	ESE teachers and parents are included as members of our School Advisory Council. At monthly SAC meetings ongoing progress monitoring data for all students is shared. The school recognizes ESE students as general education students and includes them in programs and grade-level activities, such as - specials, field trips, assemblies, school wide incentive programs, school wide recognition programs.

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	The school has multiple people that contributes to the coordinating and monitoring of the implementation of best practices. They are also responsible for providing information to administration on a weekly basis. In addition, information is posted regarding our implementation for best practices (i.e., in weekly school newsletters, staff handbook, school website, staff training's). The special program teachers participate in Professional Learning Communities.
4. School administrators follow district guidelines for all SWD to have the same school choice options as their peers without disabilities.	Fully	The school has a diverse population with 5 special program cluster classrooms and four special Pre-K programs. In addition, the school provides pull-out/push in, intervention for all students. School social worker is available for parents that need additional services or support. Overall, the parents who filled out the Annual Customer Survey reported that they are confident the school can meet their child's needs. When needed the principal contacts the ESE district office for support. We also have training personnel come out to the school to support us with our school needs.

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.	Fully	Most SWDs, are included into general education classroom 80% or more of the day. All students with significant disabilities are placed in a cluster classroom based of their IEP, however, opportunities for inclusion are available through specials, field trips, schoolwide activities, Panther Pal school Peer Mentoring, and school clubs. All SWDs receive education in a class setting reflecting natural proportions and age appropriate, heterogeneous groups in core academic and elective or special areas within the school community.
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.**	Fully	All SWD students have indicated on their IEPs the percentage of time spent with the general education population. This applies only to 5year old students who are in the kindergarten supported class. Currently, we do not have a program for student 3–4-year-old without disabilities.

7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first.	Fully	Administration creates and supports a culture of shared responsibility for SWD. Teachers serve on committees, such as school wide positive behavior, to make sure SWD are included in school events and expectations. Administration provides resources and staff-development to all teachers to improve inclusive practices. Administration works in collaboration with ESE teacher and specialist to create master schedule. Safety and evacuation procedures of SWD are reviewed with all staff members. Teachers of SWD are referred to be name, not as the ESE teacher, etc. Students are referred to as Students with Disabilities, not "Disabled Students". All parents are included in Title 1 Family Events.
8. School administrators inform staff of resources to apply best practices for teaching students with disabilities in general education classrooms and natural contexts.	Fully	School administrators obtain and allocate resources (e.g., personnel and materials) to implement effective inclusive practices. Time for instructional planning; and Allocation of personnel aligned with in-class support needs of students (e.g., reading and math coaches, paraprofessionals, therapists, Support Facilitators).
9. School administrators expect all staff to use person first language in all written and verbal communications.	Fully	SWDs are not referred to as disabled students, intellectually disabled students, etc. IEPs are reviewed by the IEP Team for appropriate language. Person first language is included in our annual staff training regarding conferences and communication with parents.

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	Administration works with teachers to develop appropriate job imbedded questions regarding inclusion and instructional practices, in advance of potential candidate interviews. School interview team members include job interview questions for non-instructional staff (e.g., paraprofessionals, front office, custodial) that assess knowledge and beliefs of inclusive educational practices, such as: "Tell me how you would respond if a parent of a student with a significant disability inquires about enrolling their child at this school." "Give me an example of a time when you facilitated relationship-building between students with and without disabilities."

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	At our school all students residing in our boundaries are within walking distance to our school. Buses are utilized by students in our special programs cluster. Students with and without disabilities are included in off campus educational opportunities, such as field trips. Steps are taken to ensure they receive any accommodations, as indicated in their IEPs. Administration has contacted the district to request changes to bus routes, additional bus attendants, and empty seats for siblings of SWD. Key personnel are assigned the responsibility of monitoring bus procedures and identifying potential problems. Additional personnel are assigned to supervise the transition of SWD on and off campus.
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	All SWD have the opportunity to participate in all school sponsored and afterschool activities. Club sponsors include SWD in their solicitation of club members and remain sensitive to their needs. Our on-site private after care provider includes SWD in their program and provides after care staff with appropriate training. Disability awareness Month is celebrated in the month of October and themes of inclusion are carried out throughout the rest of the year. Same-age peers work on collaborate projects, particularly around the holidays.

13. The school ensures all SWD are given equal consideration for honors, awards and other designations offered by schools.	Fully	Over the last few years, we have taken additional measures to make sure all SWD are recognized at student recognition ceremonies such as Kid of Character, end of the year dances, celebrations, field trips, school wide activities, holiday shows, assemblies, etc. And, the "Just Do It... I Did" awards program by the district.
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.	Fully	Administrators analyze student performance data, staff and family needs assessments/surveys. Administrators analyze data from classroom observations. Administrators obtain input from IEP teams to identify specific PD and TA (e.g., augmentative, alternative communication [AAC], positive behavior supports [PBS]) needed to support individual students.
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.	Fully	Administrators identify collaborative teams, including general and special education staff, to participate in all PD related to effective inclusive practices. PD is provided through existing school structures, such as PLCs, book studies, collaborative team planning, lesson study, and peer coaching.

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.	Fully	Classroom teachers receive in class coaching from the literacy coach, math coach, ese-specialist and support facilitator. In addition, outside resources are also used to provide teachers with additional assistance and feedback regarding meeting student needs. Teacher leaders are identified to provide ongoing follow up/coaching and feedback to teachers and teams.
17. School administrators ensure collaborative planning time is included in staff schedules.	Fully	The school master calendar allows for grade level teams to plan together. Lesson plans are developed collaboratively and include shared roles and responsibilities for instruction and assessment. PD days are scheduled so that teams have time to plan and discuss grade level or subject area concerns related to curriculum and student interventions.

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	Special area teachers and general education teachers are given access to IEPs for every student with the sphere of their responsibility. Teachers of students with 504s are also given copies of those documents to ensure familiarity with their accommodations. The access allows them to gain awareness of the students' individual needs and accommodations. The ESE Specialist and Support Facilitator are always available to discuss individual student needs with Special Area teachers. At times, special area teachers will assist in the data collection process.
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	IEP Goals for ALL students are aligned to general education standards. Students in the special program cluster use Florida Standards access points. Teachers modify learning goals and instruction for students with a significant cognitive disability using the same, or similar, age-appropriate materials as those used by students without disabilities.

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 personnel use a problem-solving process to identify appropriate instructional and behavioral interventions. The school coaches provide ongoing PD on the implementation of the MTSS framework. Families are provided opportunities to understand the MTSS process through CPS meetings and parent teacher conferences.
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	General education teachers collaborate with the support facilitator, ESE specialist and outside personnel as well as CPS team to continuously assess the progress of both students with and without disabilities. A variety of collection tools and processes to assess progress is used. Instruction is adjusted based on data collected.
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	Special education teachers use formative assessment to identify student needs, adjust instruction and revise behavior interventions. The school ensures teachers of SWD in special or resource classes use formative assessment data to find effective teaching and behavior strategies to support SWD progress toward their IEP goals.

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.	Fully	We have several school wide programs that address social and peer support such as: Panther Play Pal mentoring program. Other school wide programs include - Kid of Character, small group guidance lessons by our guidance counselor, kindness week, Start with Hello, Peace week, Disability Awareness Month and more. In addition, students in our special program are included in clubs such as HPE Choir and our Safety Patrol.
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.	Fully	Teachers make an effort to differentiate instruction as observed through classroom observations, lesson plans and PLC conversations. The school leadership continuously monitors and ensures 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. In the special program classrooms, visual schedules are evident. Many students have been assigned assistive technology.

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.	Fully	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. The school's master schedule reflects a variety of service delivery models used across the school, including co-teaching, support facilitation and consultation. The OT/PT deliver services during PE. And SLPs continuously service all eligible SWD students. When developing a master schedule, students with disabilities are scheduled first.
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.	Fully	Paraprofessionals are provided PD on topics related to their work responsibilities. Paras participate in regular meetings to discuss issues impacting their work with the students. RBTs are also provided instructions during the onboarding process. The roles and responsibilities are clearly outlined for all paraprofessionals at the start of the school year during their annual orientation.

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	Special education teachers are invited to collaborate with general education teachers. Also, Special Ed. teachers are fully involved in the implementation and renewal of IEPs for the SWD in their care. Virtually all school events are inclusive of the entire staff and at times strategies and students are shared in all-inclusive events.
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 support facilitator meets with the teams to discuss and plan for student learning. The ESE specialist of meets formally and informally with the special education teachers to share, collaborate, and clarify information regarding the educational processes of instruction and assessment.
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 SWDs to participate in school decision-making groups, including the School Advisory Council. Family members of SWDs are active members of groups such as the Parent Teacher Association (PTA) and school sub-committees (e.g., Fall Festival, Chorus, Stem Night).

30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.	Fully	Learning opportunities and resources are identified and provided to families based on family surveys or interviews, school climate surveys, IEP goals and student data. Schedule of ongoing learning opportunities is provided to all families via newsletter, website, text, and parent links.
31. The school ensures all school personnel invite families to provide valuable input in planning and problem-solving.	Fully	Team/department meeting notes reflect family input on developing educational, behavioral and/or social strategies for their children, such as an individual PBS plan and FBA. Families receive support and resources, such as checklists or point systems, to implement behavior support plans at home and in the community. Teachers maintain ongoing communication with families to ensure support plans are consistent from school to home and community.
32. The school provides regular reports on the progress of implementing best practices for SWD with families, school district staff, and community members.	Fully	At the end of the school year, the school provides a report to the district that includes progress toward implementing and improving inclusive practices. Each year the school reviews and renews as necessary its annual summary report of BPIE priority indicators and resulting improvement efforts and outcomes, and the School Improvement Plan outcomes.

33. The school uses a person-centered planning process for SWD.	Fully	As appropriate to elementary education, teachers have articulation cards for students to transition from grade to grade. SWDs have opportunities to learn and practice skills associated with self-determination.
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	Supports are in place and are passed seamlessly between sending and receiving parties between grade levels and from school to school via the articulation and matriculation processes.

School BPIE Assessment Priority Indicators

HOLLYWOOD PARK ELEMENTARY 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 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.
- Indicator 12. The school ensures SWD have the same opportunities as other students to participate in all school sponsored activities, like electives, sports, dances, clubs, field trips, plays, community service, and graduation events.