

SBPIE Assessment

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

CORAL COVE ACADEMY OF ARTS

District Name: Broward

MSID Number: 2011

Date Meeting Held: 10/7/2025

Initial Information

School Principal: STEPHANIE SABAN

School Type: Combination Elementary & Secondary

FIN Trained Meeting Leader/Title: Sandra Morales, ESE Liaison

Team Members Name/Title:

Sandra Morales- ESE Specialist

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	Master schedules showing students with disabilities (SWD) participating in general education classrooms and related service push-in support. Collaborative planning meeting agendas/minutes between ESE teachers and general education teachers. IEP meeting documentation showing consideration of placement in the least restrictive environment (LRE).
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	Evidence of ongoing monitoring includes MTSS meetings, classroom walkthroughs, collaborative planning meetings, and review of student performance data to evaluate the effectiveness of instructional and behavioral supports for students with disabilities.
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 staff roster lists staff/faculty and their job title and/or roles.
4. School administrators follow district guidelines for all SWD to have the same school choice options as their peers without disabilities.	Fully	Coral Cove currently houses 4 ASD Special program classes.

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	Students with disabilities are assigned to classrooms based on overall educational programming and scheduling considerations, rather than solely on their exceptionality or required supplementary aids and services.
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.	Not Yet	Coral Cove does not have an early childhood (preschool) program.
7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first.	Fully	Instructional and behavioral support for students with disabilities is a shared responsibility between general and special education staff across all educational settings. Special program teachers engage in ongoing collaborative planning with their general education counterparts to ensure effective implementation of supports and services.
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	Supplemental materials for core subject areas related to all academic standards; ASD, Math and Literacy coaches provide ongoing support.
9. School administrators expect all staff to use person first language in all written and verbal communications.	Partially Almost	School administrators and school personnel use first person language in written and verbal communication when referring to SWD.

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.	Partially Almost	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. The ESE Specialist and Autism Coach participate in the interview process of potential applicants.
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	All bus arrivals and departures occur at the same time and location for students with and without disabilities. Assistant Principal oversees arrival/departure for every bus.
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 students are included in grade level activities.
13. The school ensures all SWD are given equal consideration for honors, awards and other designations offered by schools.	Fully	All SWDs, including those who are working on a modified curriculum, are included in honors and awards programs. The expectations are clearly communicated.
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	Regularly scheduled (at least quarterly) data checks/discussions are conducted across school teams to identify ongoing PD and TA needs of teachers. Data chats are held quarterly to monitor student progress.

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 Almost	Administrators identify collaborative teams, including general and special education staff, to participate in all PD related to effective inclusive practices.
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 Almost	A key person at the school coordinates activities related to needs assessments and TA for individual staff and collaborative teams.
17. School administrators ensure collaborative planning time is included in staff schedules.	Fully	The school master schedule reflects collaborative planning time for collaborative teaching teams. Each team plans collaboratively and participate in school wide PLC.

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 Almost	All SWDs attend specials with their grade level, ESPs are provided for Specials. A special education teacher is available to observe students during class and discuss accommodations, modifications, or other appropriate supports for these
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 and objectives for all SWDs are aligned to the general education standards. General and special education teachers communicate what all students need to know, understand and be able to do in relation to the Florida Standards. General education teachers participate in all IEP meetings and provide input.
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 CPST meet bi-weekly to discuss academic as well as behavioral issues brought up by teachers and/or parents.
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	Every teacher is provided with a copy of each student's IEPs and/or FBA/PBIP. General Education teachers are being provided support with the implementation of IEPs and FBA/PBIPs.

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.	Partially Almost	Teachers of students in self-contained classrooms use formative assessment data to increase time SWDs receive instruction in general education classes, such as observational data to identify effective behavior supports for learning in the general education setting. Teachers are provided with several data collection tools.
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	The school has one or more schoolwide programs in place that address the following: -- Formal, academic, and social peer support -- Social and community inclusion -- Anti-bullying The school counselor facilitates lessons in each classroom, a school-wide behavior assemblies are conducted. The ASD Coach also hosts a Pelican Pals, pairing SWD and gen ed students. The school offers The 5000 Role Models mentoring program and Future Educators of America club.
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 Almost	Appropriate response time is given for SWDs to participate. Teachers are provided support on how to effectively implement interventions.

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	Related services are provided, as appropriate, in general education classes and natural contexts: language therapy is provided to SWDs during reading instruction, physical therapy is provided during P.E. or recess and occupational therapy is provided during writing activities. OT, SLP and/or Support Facilitators push-in to classrooms when appropriate.
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 receive ongoing training on topics relative to their work responsibilities (e.g., the nature of specific disabilities and impact on learning; providing communication, physical, social and academic supports; health, safety and hygiene needs; and confidentiality). ESPs are participate in monthly trainings and PLCs.

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 Almost	All Special Education teachers plan collaboratively with their respective grade levels. All SWD self-contained teachers plan and attend grade level activities with their respective grade levels.
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	Teachers provide appropriate accommodations and supports (e.g., behavior, visual and communication) for individual students. Teachers receive continuous support with the implementation of accommodations.
29. The school ensures that family members of SWD are contributing members of school decision-making groups.	Fully	Family members of SWDs are active members of groups such as the Parent-Teacher Association (PTA) and school sub-committees (e.g., Fall Festival, Band Boosters). SWD families participate in SAC committee meetings and are invited to attend monthly support groups.
30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.	Fully	Information and strategies are provided on topics such as helping with homework, test preparation, understanding LRE and inclusion, developing meaningful IEP goals and postsecondary school opportunities. Monthly support groups are held for SWD families.

31. The school ensures all school personnel invite families to provide valuable input in planning and problem-solving.	Partially Almost	Teachers maintain ongoing communication with families to ensure support plans are consistent from school to home and community. Teachers are providing communication with families to ensure support plans are consistent with what is being implemented at school.
32. The school provides regular reports on the progress of implementing best practices for SWD with families, school district staff, and community members.	Partially Beginning	This an area that needs improvement.
33. The school uses a person-centered planning process for SWD.	Fully	There is an established protocol for facilitating a smooth transition for SWDs from grade to grade and school to school. Literacy Coach and ESE Specialist along with teachers are involved in the planning process for SWD moving from grade to grade.
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 school coordinates an orientation 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. All students are granted the opportunity to visit their homeschool.

School BPIE Assessment Priority Indicators

CORAL COVE ACADEMY OF ARTS 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 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.
- 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 27. The school ensures that all special education staff are recognized as essential, collaborative members of the general education team.
- Indicator 32. The school provides regular reports on the progress of implementing best practices for SWD with families, school district staff, and community members.