

SBPIE Assessment

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

CENTRAL PARK ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 2641

Date Meeting Held: 8/3/2026

Initial Information

School Principal: LORI TURNER

School Type: Elementary

FIN Trained Meeting Leader/Title: Yannerys Rogers, ESE Liaison

Team Members Name/Title:

Lori Turner - Principal

Ambar Fernandez - Assistant Principal

Yannerys Rogers - ESE Specialist

Doug Satran - Literacy Coach

Lisa Bartoletti - ESE Supported Kindergarten Teacher

Alina Santiago - Autism Coach

Maddie Piegari - ESE Parent

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	Over the past three years, ESSA proficiency rates for Students with Disabilities (SWDs) have remained at or above 50%, demonstrating consistent academic performance and growth. Individualized Education Program (IEP) goals are developed and monitored to support meaningful progress, ensuring that students make measurable learning gains aligned with their unique needs and educational objectives. Student performance data, including i-Ready Reading and Mathematics Diagnostics, publisher-created chapter and unit assessments, and progress monitoring results from research-based reading and mathematics interventions, are regularly analyzed to guide instructional decision-making. Students performing below grade-level expectations in reading and mathematics are provided with targeted, research-based interventions designed to address skill deficits and accelerate academic growth. Intervention effectiveness is continuously monitored through ongoing data analysis to ensure students are making progress and receiving the support needed to close achievement gaps.

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	Information is shared with stakeholders through the school website, parent communication links, newsletters, and Constant Contact emails to ensure families remain informed and engaged. Parents can access the School Improvement Plan (SIP) directly through the Central Park Elementary School website. The School Improvement Plan (SIP) goals are designed to support the achievement and success of all students and are reviewed and discussed during monthly School Advisory Council (SAC) meetings. To encourage family input and collaboration, the annual Exceptional Student Education (ESE) Survey and stakeholder survey are made available to all parents. Families of ESE students have the option to complete the survey electronically or via a paper copy, with access to a school-provided computer when needed. Student progress is monitored through the administration of i-Ready Reading and Mathematics Diagnostics three times each year. Diagnostic data are analyzed to evaluate both typical and stretch growth, ensuring that students are making adequate progress toward academic goals and informing instructional decisions and interventions as needed.
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 Almost	Yannerys A. Rogers Teacher – ESE Specialist Central Park Elementary School Email:

Yannerys.Rogers@browardschools.com
Phone: 754-322-5714
Supervisor: Lori L. Turner, Principal

Position and Responsibilities

As the Exceptional Student Education (ESE) Specialist at Central Park Elementary, Yannerys A. Rogers supports the implementation and coordination of services for students receiving special education support. Key responsibilities include:

Coordinating ESE evaluations, eligibility determinations, and compliance processes.

Managing ESE timelines, staffing assignments, parent consents, evaluations, draft Individualized Education Programs (IEPs), and meeting scheduling.

Facilitating IEP meetings, reevaluations, and collaborative planning with families and multidisciplinary teams.

Communicating with parents regarding ESE services, eligibility decisions, procedural safeguards, and required documentation.

Participating in ongoing professional learning focused on ESE, gifted education, and best instructional practices.

Leadership and Collaboration Activities

Family and IEP Collaboration
Professional communications demonstrate coordination of reevaluation activities, distribution of draft IEP documentation, facilitation of eligibility and consent processes, and ongoing support for families navigating ESE services.

		Professional Learning and Growth Correspondence reflects active participation in professional development related to Exceptional Student Education and Gifted Education, including the exploration of instructional resources, artificial intelligence applications, and classroom support strategies. Progress Monitoring and School Improvement Efforts Documentation from a midyear review process highlights involvement in progress monitoring, student data analysis, and initiatives aligned with continuous school improvement.
4. School administrators follow district guidelines for all SWD to have the same school choice options as their peers without disabilities.	Fully	To the maximum extent appropriate, scheduling practices promote the inclusion of Students with Disabilities (SWD), who can transition independently to general education settings, including lunch, specials, and Structured Physical Education (PE), to support meaningful participation alongside their peers. Ongoing collaboration and communication with district personnel, community agencies, and neighboring schools ensure that students receive appropriate supports and services, including behavioral interventions, physical therapy, and occupational therapy. Consultation with stakeholders is also conducted to determine and allocate the necessary staffing and resources to effectively meet the diverse needs of SWDs within the school environment.

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	To the maximum extent appropriate, the schoolwide schedule, including lunch, specials, and Structured Physical Education (PE), is designed to be inclusive of all students. Teachers incorporate differentiated instruction and required accommodations into their lesson plans to support each student's individual learning needs and maximize their potential. Student schedules are developed thoughtfully to ensure participation in grade-level instruction and activities without disruption to core academic programs, specials, or Structured PE.
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	To the maximum extent appropriate, the schoolwide schedule, including lunch, specials, and Structured Physical Education (PE), is designed to be inclusive of all students. Teachers incorporate differentiated instruction and required accommodations into their lesson plans to support each student's individual learning needs and maximize their potential. Student schedules are developed thoughtfully to ensure participation in grade-level instruction and activities without disruption to core academic programs, specials, or Structured PE.

7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first.	Fully	General and Special Education teachers share responsibility for providing instructional support and implementing behavioral strategies that promote the academic and social success of Students with Disabilities (SWDs). Grade-level teams engage in ongoing data discussions and collaborative planning during weekly meetings to analyze student performance and identify targeted interventions to remediate skill deficits identified through content-area assessments. The ESE Support Facilitator maintains dedicated time within the instructional schedule to provide additional support to SWDs. During designated periods, teachers may refer students for reinforcement and remediation of classroom skills and concepts. School personnel receive training on safety, emergency response, and evacuation procedures to ensure the well-being of all students, including SWDs and any student with temporary or ongoing mobility, medical, or accessibility needs. Staff members are responsible for implementing these procedures effectively to provide a safe and supportive learning environment for all.
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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.	Fully	The ESE Specialist and school administration regularly assess the needs of Students with Disabilities (SWDs) to ensure access to appropriate assistive technology, adaptive equipment, and instructional supports. Resources such as slant boards, footrests, technology-based tools, and differentiated complex texts are available to support equitable access to learning opportunities for all students, including SWDs. To support continuous learning beyond the classroom, families are encouraged to check out content-area textbooks and instructional materials for use at home. Additionally, the school's reading resource room provides a wide variety of reading materials across all academic and instructional levels. These resources are available for teacher checkout and are used to support differentiated instruction, targeted interventions, and meaningful learning experiences that address the diverse needs of students.
9. School administrators expect all staff to use person first language in all written and verbal communications.	Fully	School communications, including the school website, family resources, newsletters, parent information, and flyers, are provided in multiple languages to ensure accessibility and meaningful engagement for all families.

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	Interview questions are standardized, structured, and aligned to the specific requirements of the position. As part of the selection process, candidates are also asked to prepare and deliver a PowerPoint presentation that highlights their qualifications, instructional practices, and professional expertise. Interview committees are composed of a diverse group of stakeholders, including teachers, support staff, the ESE Support Facilitator, and paraprofessionals, ensuring multiple perspectives are considered throughout the hiring process.
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	Field trip procedures include the completion of required documentation, transportation summaries, coordination with the transportation department in accordance with students' IEP requirements, and the assignment of appropriate staff to support safe transportation during arrival and dismissal. According to the school site map, the bus loading and unloading area is located in the front loop of the school adjacent to Nob Hill Road. All students, including Students with Disabilities (SWDs), are provided equitable opportunities to participate in school-sponsored field trips and extracurricular learning experiences, with appropriate supports and accommodations provided as needed.

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, including Students with Disabilities (SWDs), are encouraged and supported to participate fully in school-sponsored field trips, after-school clubs, classroom and schoolwide activities, community service initiatives, and promotional ceremonies. Appropriate accommodations and supports are provided as needed to ensure equitable access and meaningful participation in all aspects of 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.	Fully	Student achievement and positive character development are recognized through a variety of schoolwide programs and celebrations, including Honor Roll Ceremonies, Academic Awards, Character Education recognition, Student of the Month, the Just Do It Award, and participation in the Gang Resistance and Drug Education (GRADE) Program. These initiatives provide opportunities to celebrate academic excellence, leadership, positive behavior, citizenship, and personal growth while fostering a supportive and inclusive school culture. Suggested Measures: Participation rates in recognition programs and schoolwide events Student achievement and honor roll data Character Education and Student of the Month nominations Just Do It Award recipient records GRADE program participation and completion data School newsletters, awards programs, and event documentation Student, family, and staff feedback regarding school culture and recognition opportunities
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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.	Fully	Professional Learning Communities (PLCs), teacher and student data discussions, weekly grade-level collaborative meetings, and professional development opportunities conducted during early release days and planning days are utilized to support continuous improvement in instruction and student achievement. These collaborative structures provide opportunities for staff to analyze data, share best practices, monitor student progress, and develop targeted instructional strategies to meet the needs of all learners.
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	Collaborative professional learning opportunities are embedded throughout the school year and include grade-level Professional Learning Communities (PLCs), monthly Leadership Team meetings, grade-level team meetings, monthly vertical articulation meetings, bi-weekly staff meetings, and bi-weekly Response to Intervention (RTI) meetings. In addition, teachers participate in professional development sessions during early release days and planning days, providing opportunities to analyze student data, share instructional best practices, align curriculum and interventions, and strengthen teaching and learning across all grade levels.
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	Collaborative professional learning opportunities are embedded throughout the school year and include grade-level Professional Learning Communities (PLCs), monthly

Leadership Team meetings, grade-level team meetings, monthly vertical articulation meetings, bi-weekly staff meetings, and bi-weekly Response to Intervention (RTI) meetings.

In addition, teachers participate in professional development sessions during early release days and planning days, providing opportunities to analyze student data, share instructional best practices, align curriculum and interventions, and strengthen teaching and learning across all grade levels.

Provide your feedback on BizChat
You said:
reword: ESE Support Facilitators Logs
Flexible Scheduling Behavioral and Visual Supports Implementation of Appropriate Accommodations and Modifications to support students
Professional Development provided for all staff
Literacy Coach conducts co-teaching lessons with teachers to support instructional strategies for all students including SWDs
Suggested Measures:
Copilot said:

Reworded Version:

The ESE Support Facilitator maintains detailed service and support logs to document student needs, interventions, and collaborative efforts. Flexible scheduling practices are implemented to provide timely and responsive support for students across instructional settings.

Behavioral and visual supports are utilized throughout the school to

		promote student engagement, independence, and success. Appropriate accommodations and modifications are consistently implemented to ensure students have equitable access to instruction and opportunities to achieve academic goals. Professional development is provided for all staff to strengthen inclusive practices, instructional strategies, and support systems for diverse learners. Additionally, the Literacy Coach collaborates with teachers through co-planning and co-teaching experiences to model effective instructional practices and support high-quality literacy instruction for all students, including Students with Disabilities (SWDs). Suggested Measures: ESE Support Facilitator logs and service documentation Student accommodation and modification implementation records Behavioral support plans and visual support evidence Professional development agendas, sign-in sheets, and feedback surveys Literacy Coach coaching logs, co-teaching schedules, and lesson plans Classroom observation data Teacher feedback and implementation evidence Student progress monitoring and achievement data for SWDs and other identified student groups
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17. School administrators ensure collaborative planning time is included in staff schedules.	Fully	Ongoing collaboration and continuous improvement are supported through grade-level Professional Learning Community (PLC) meetings, where educators work together to analyze student data, review instructional practices, and plan targeted interventions. Weekly grade-level team meetings are held after school and include classroom teachers, ESE Support Facilitators, and the ESE Specialist to ensure the academic and behavioral needs of all students are addressed through collaborative problem-solving and instructional planning. Instructional effectiveness is further supported through regular lesson plan reviews, common planning times that foster collaboration among teachers, and vertical team meetings that promote alignment of curriculum, expectations, and instructional practices across grade levels.
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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.	Fully	The school's master activities schedule, monthly faculty meetings, and lesson planning processes promote collaboration and ensure that instructional programs and student supports are effectively coordinated across the campus. Ongoing communication among occupational therapists, physical therapists, speech-language pathologists, special area teachers (Art, Spanish, and Music), the ESE Support Facilitator, and classroom teachers helps ensure that students receive appropriate services, accommodations, and instructional support to meet their individual needs. Weekly grade-level team meetings are held after school and include classroom teachers, ESE Support Facilitators, the ESE Specialist, and Specials Teachers. These collaborative meetings provide opportunities to review student progress, discuss instructional strategies, coordinate supports, and ensure that all students, including Students with Disabilities (SWDs), have access to a high-quality and inclusive educational experience.

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	Teachers develop and implement differentiated lesson plans that are responsive to students' individual learning needs, strengths, and areas for growth. Individualized Education Program (IEP) goals and objectives are aligned with grade-level standards to support meaningful access to the curriculum and promote academic progress. Learning targets and performance scales are designed to provide clear expectations and success criteria for all students, ensuring equitable opportunities to achieve mastery of grade-level standards and learning outcomes.
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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.	Fully	Response to Intervention (RTI) documentation, including meeting notes and intervention records, is maintained within the district's BASIS system to monitor student progress and support data-driven decision-making. RTI meetings are conducted weekly and bring together classroom teachers, administrators, support staff, the school psychologist, and the school social worker to collaboratively review student data, identify needs, and develop targeted intervention plans. The schoolwide CHAMPS behavior management framework is implemented consistently across all grade-level classrooms, special area classrooms, hallways, and the cafeteria to promote positive behavior, establish clear expectations, and create a safe and supportive learning environment. In addition, the Sanford Harmony Social-Emotional Learning (SEL) Program is implemented in all classrooms to foster positive relationships, self-awareness, emotional regulation, and a strong sense of community among students.
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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.	Fully	Teachers develop and implement differentiated lesson plans that address the diverse academic, behavioral, and learning needs of all students. Curriculum-based assessments, behavioral intervention data, and progress-monitoring graphs are utilized to measure student growth, evaluate the effectiveness of interventions, and monitor efforts to improve behavior and reduce achievement gaps. This includes data collected for students participating in Response to Intervention (RTI) programs documented within the BASIS system. Student performance data are gathered from multiple sources, including content-area assessments, diagnostic evaluations, Functional Behavioral Assessments (FBAs), progress-monitoring tools, and student portfolios, to inform instructional decisions and intervention planning. School administrators, teachers, and support staff collaborate weekly during grade-level meetings to review and analyze student data, monitor progress, identify areas of need, and develop targeted instructional and behavioral supports to promote student success.
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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.	Fully	Multiple measures are used to monitor student progress and guide instructional decisions, including district and state assessment results, classroom-based formal and informal assessments, student portfolios, and Individualized Education Program (IEP) progress reports. Additionally, Response to Intervention (RTI) Tier 2 and Tier 3 intervention data are documented and monitored through the BASIS system to track student progress, evaluate intervention effectiveness, and support data-driven decision-making that promotes academic and behavioral success.
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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.	Fully	The school promotes a positive and inclusive culture through various schoolwide initiatives, including Anti-Bullying and Peace Week, Character Education programs such as Student of the Month, team-building activities like Bucket Fillers, the "I'm Thumbbody" program, and community service projects such as the Harvest Drive. Students also participate in classroom guidance lessons designed to support their ongoing social, emotional, and behavioral development through age-appropriate instruction and activities. The Sanford Harmony Social-Emotional Learning (SEL) Program is implemented schoolwide to strengthen relationship-building skills, empathy, communication, self-awareness, and a sense of belonging among students. Additionally, students engage in a daily 10-minute mindfulness practice during morning announcements, providing opportunities to develop self-regulation, focus, resilience, and overall social-emotional well-being.
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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.	Fully	Instruction is differentiated to ensure all students have equitable opportunities to master learning targets and meet grade-level standards. Teachers utilize a variety of instructional strategies, supports, and scaffolds to address diverse learning needs and promote academic success. Students are provided multiple ways to demonstrate their understanding and mastery of content through a variety of modalities, including verbal responses, written work, projects, technology-based tools, and hands-on activities. Assistive technology is made available as needed to support student access, participation, and achievement within the learning environment. Additional supports, such as visual schedules, pencil grips, footrests, specialized software, and other adaptive equipment, are provided based on individual student needs. Evidence of these accommodations and supports can be observed during classroom walkthroughs, instructional observations, and daily classroom practices.
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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.	Fully	The ESE Support Facilitator maintains dedicated time within the instructional schedule to provide targeted review, reinforcement, and remediation for Students with Disabilities (SWDs). In addition to providing direct student support, the ESE Support Facilitator delivers push-in services within general education classrooms, collaborating with teachers and co-teaching lessons as needed to support student achievement and inclusive instructional practices. The ESE Specialist provides ongoing consultation and collaborative support to classroom teachers to ensure the effective implementation of IEP goals, accommodations, and objectives. Instructional resources and curriculum materials are also provided as needed to support student learning and access to grade-level standards. School administrators conduct regular classroom walkthroughs, as well as informal and formal observations, to monitor instructional practices and provide meaningful feedback that supports continuous professional growth and high-quality lesson delivery.
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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.	Fully	The ESE Specialist facilitates monthly collaborative meetings with paraprofessionals, ESE Support Facilitators, and Speech-Language Pathologists to review student needs, discuss service delivery, and strengthen support systems for Students with Disabilities (SWDs). Paraprofessionals participate in ongoing professional development opportunities throughout the school year to enhance their skills, expand their knowledge of best practices, and support effective implementation of student accommodations and interventions. Classroom teachers and assigned paraprofessionals collaborate regularly to discuss instructional strategies, accommodations, behavioral supports, and student progress, ensuring that SWDs receive consistent and effective support within the general education setting.
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Domain III: Communication and Collaboration

Indicator	Implementation Status	Data Sources/Supporting Evidence
27. The school ensures that all special education staff are recognized as essential, collaborative members of the general education team.	Fully	ESE Specialist and ESE Support Facilitators participate in Professional Learning Communities with General Education and Specials Teachers ESE Specialist and ESE Support Facilitator attend grade level meetings to ensure ongoing collaboration and discuss SWD student academic and/or behavioral needs
28. General and special education teachers use regularly scheduled collaborative planning time to clarify their roles and responsibilities while planning effective instruction and assessment for all students.	Fully	Professional Learning Communities (PLCs) provide structured opportunities for educators to collaborate, analyze data, and develop instructional strategies that support the success of all students. Weekly grade-level meetings are held to ensure ongoing communication regarding grade-level standards, instructional planning, and student progress. These meetings include discussions focused on the needs of Students with Disabilities (SWDs) and strategies to support both typical and stretch growth. General education teachers and special area teachers are encouraged to participate in ESE team meetings to discuss the individual academic, behavioral, and social-emotional needs of SWDs within their classrooms and instructional settings. Classroom teachers collaborate

		regularly with ESE staff to access guidance on accommodations, modifications, instructional strategies, and curriculum materials that support meaningful participation and success for SWDs in the general education environment. Suggested Measures: PLC agendas, meeting notes, and sign-in sheets Weekly grade-level meeting agendas and minutes ESE team meeting documentation and attendance records Collaborative planning artifacts and lesson plans Evidence of accommodations and modifications in classroom instruction Teacher and ESE staff consultation logs Student progress-monitoring data and growth reports Classroom observation and walkthrough data demonstrating inclusive practices
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29. The school ensures that family members of SWD are contributing members of school decision-making groups.	Fully	Monthly Parent Teacher Association (PTA) and School Advisory Council (SAC) meetings provide opportunities for families, staff, and community stakeholders to collaborate, share input, and support the school's continuous improvement efforts. Family engagement is a key component of the School Improvement Plan (SIP), reflecting the school's commitment to building strong partnerships between home and school to enhance student success. Parents play an active and valued role in the school community by assisting with the planning and implementation of special events, field days, classroom activities, and schoolwide fundraising initiatives, helping to foster a positive and supportive learning environment for all students.
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30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.	Fully	The annual Exceptional Student Education (ESE) Parent Survey is distributed to all families of Students with Disabilities (SWDs) and is available in multiple languages to encourage broad participation and meaningful feedback. School information is communicated through the school website, newsletters, emails, and parent links in multiple languages to ensure families have equitable access to important updates, resources, and educational opportunities. District announcements, programs, and resources are also shared with families through the school website, electronic communications, and parent links in multiple languages to support effective home-school communication. The school's business partner collaborates with families by offering parent workshops focused on effective test-taking strategies and practical ways to support student learning and homework completion at home.
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31. The school ensures all school personnel invite families to provide valuable input in planning and problem-solving.	Fully	Parent input regarding their child's present levels of academic achievement and functional performance is collected and documented within the Individualized Education Program (IEP) during interim reviews and annual meetings to ensure family perspectives are incorporated into educational planning. The ESE Support Facilitator participates in parent-teacher conferences to share information regarding student progress, review instructional supports, and collaborate with families to address student needs and goals. Parents provide consent and valuable input during the development and implementation of Functional Behavioral Assessments (FBAs) and Positive Behavior Intervention Plans (PBIPs), ensuring behavioral supports are tailored to meet the individual needs of Students with Disabilities (SWDs). Parent input forms are distributed to gather feedback on student progress, strengths, areas of concern, and family priorities. This information is used to help inform goal development and support planning to ensure educational programs align with each student's unique needs and potential.
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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.	Fully	State assessment data, including FAST Reading, Mathematics, and Science results for Grades 3–5, district assessment data such as Primary Reading assessments for Grades 1 and 2, and school-based assessment results from i-Ready Reading and Mathematics Diagnostics are regularly shared with stakeholders. These data are reviewed and discussed during PTA meetings, School Advisory Council (SAC) meetings, faculty meetings, grade-level meetings, and Leadership Team meetings to promote transparency and collaborative decision-making. Research-based intervention programs and instructional strategies are also communicated to stakeholders to address identified skill deficits, support student achievement, and ensure targeted interventions are implemented to accelerate academic growth and close learning gaps.
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33. The school uses a person-centered planning process for SWD.	Fully	Transition and matriculation meetings are conducted for families of students entering kindergarten and transitioning to middle school to provide information, answer questions, and support a smooth educational transition. School tours are available for prospective students and families, including Students with Disabilities (SWDs), to familiarize them with the school environment, programs, and available supports. Senior volunteers and community members provide tutoring opportunities during the school day to support SWDs in strengthening reading and mathematics skills and achieving grade-level standards. Individualized Education Program (IEP) goals and objectives incorporate opportunities for students to develop self-advocacy skills, empowering them to understand their learning needs, communicate effectively, and actively participate in their educational planning and decision-making processes.
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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.	Fully	Matriculation meetings are conducted with families of students transitioning to kindergarten and middle school to provide information, answer questions, and support a successful transition to the next educational setting. Transition meetings are also held between current and receiving grade-level teachers to share relevant academic, behavioral, and instructional information, ensuring continuity of support and a seamless progression from one grade level to the next. At the conclusion of each school year, the ESE Specialist and ESE Support Facilitator collect and review information, progress data, accommodations, successful strategies, and recommendations from teachers who have worked with Students with Disabilities (SWDs). This collaborative process promotes continuity of services, supports effective planning, and helps ensure a successful start to the following school year.
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School BPIE Assessment Priority Indicators

CENTRAL 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 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 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.**