

SBPIE Assessment

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

ROCK ISLAND ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 3701

Date Meeting Held: 9/25/2025

Initial Information

School Principal: CORMIC PRIESTER

School Type: Elementary

FIN Trained Meeting Leader/Title: Norma Juin, ESE Liaison

Team Members Name/Title:

Norma Juin, ESE Specialist

Cormic Priester, Principal

Stephanie Ballard, Parent

Diana Gintner, School Psychologist

Clexida Jimenez, Speech-Language Pathologist

Tanaeya Joachim, Autism Coach

Taneisha Blackwood-Answer, ESE Teacher

Adriana Wilson, Literacy Coach

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	Data analysis meetings Team collaboration with RTI and leadership team PLC's.
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	Title 1, SAC, PTA, District Surveys, Monthly Family Newsletter
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	ESE specialist, Administrators, Support Staff (roles and responsibilities handbook).
4. School administrators follow district guidelines for all SWD to have the same school choice options as their peers without disabilities.	Fully	Constant communication with district personnel and compliance department.
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	Master Schedule Speech-language pathologist pushes into classes Support Facilitator pushes into classes
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	Students have specials with general Ed students, lunch, recess, and field trips together.

7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first.	Fully	School Mission/Vision Statement Employee Handbook Staff Surveys and Questionnaires Teachers work collaboratively, fire drills and code drills have the same procedures for all students. No student is singled out.
8. School administrators inform staff of resources to apply best practices for teaching students with disabilities in general education classrooms and natural contexts.	Fully	Common Planning Time Paraprofessionals are in classrooms to provide additional support. Budgets or purchase orders showing investments in inclusive education materials Teachers are given their uninterrupted planning time daily Support Staff Meetings with administration. Team Leader Meetings with administration. List of Inventory of all Materials Allocation of Materials to all staff. Instructional Coaches allocate resources and learning tools to all staff.
9. School administrators expect all staff to use person first language in all written and verbal communications.	Fully	Weekly School Radar to teachers and staff School Improvement Plan (SIP) Monthly Newsletters Classes are identified by grade levels as opposed to ASD or Special Programs Employee Handbook
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 for all positions

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	Class rosters Map of school Bus schedules Field trip forms indicating all students are invited to attend field trips.
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 invited to participate in: Assemblies Field Trips School Wide Activities Special Olympics
13. The school ensures all SWD are given equal consideration for honors, awards and other designations offered by schools.	Fully	All students receive an award for most improved, i-Ready, star students of the week. All students are recognized and given an award or certificate.
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 Development (PD) for staff Professional Learning Communities (PLC) Data Chats On-going Progress Monitoring. Parenting Seminars Inclusion Champion Liaison
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	Professional Learning Community (PLC's), district trainings, planning time, team leadership meetings and meetings with administrators. Master Schedule School Professional Development Plan School Improvement Plan

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	Professional Learning Community (PLCs) Weekly Team and grade level meetings Instructional Coaching Team Leaders are available to provide support to their team
17. School administrators ensure collaborative planning time is included in staff schedules.	Fully	Master Schedule Special Schedules Team meeting logs, Lesson Plans Planning Time Professional Development Empower Lesson Plans Data Chats.

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	Specials teachers have reached out about specific student needs and IEP at a glance are provided to all special's teachers. Specials teachers work collaboratively with both general education teachers and ESE teacher. Teacher schedules and lesson plans.
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	Ongoing progress monitoring data Teachers utilize instructional focus calendars Teachers complete Present Level of Performance checklists for upcoming IEP meetings.
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	Positive Behavior Interventions Support plans Weekly Response to Interventions (RTI) meetings Ongoing progress monitoring tools.
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	Formal assessments i-Ready Common Formative Assessments (CFA's) Performance Assessments

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	Response to Interventions (RTI) meetings. Classroom Data Formative Assessments Informal Assessments
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	Daily Social Emotional Learning (SEL) Morning Meetings Conflict Mediation Character Education Anti Bullying School Wide Town Hall Meetings
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	Visual Schedules Communication Boards AAC Devices
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	Pull out/ push in model Support facilitation model Consultation /Collaboration model Master Schedule Student Schedules Teacher Present Level of Performance Checklist Individualized Education Plans
26. The school ensures all paraprofessionals have received PL that includes clear descriptions of their work responsibilities and strategies for providing support to SWD in their least restrictive environment.	Partially Almost	Paraprofessionals are given schedules to support students with disabilities in general education and in self contained classrooms.

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	PLC's and collaborations occur regularly. Grade Level Meetings Curriculum Team Meeting Schedules The general education teachers meet with the special education teachers to ensure the SWDs needs are addressed giving best practices and the students within the special programs are included in all grade level activities.
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	PLC's Collaborative Planning Time Master Schedule Coaching Logs The Special Program teachers, support facilitator and a support staff member are assigned to their appropriate grade level meetings.
29. The school ensures that family members of SWD are contributing members of school decision-making groups.	Fully	Parents are invited to participate in IEP meetings, events, and are part of the decision-making process (SAC/PTA/Family Nights).
30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.	Fully	Newsletters, Class Dojo, handbooks, flyers, pamphlets, parent-teacher conferences. District offers parenting classes and trainings.

31. The school ensures all school personnel invite families to provide valuable input in planning and problem-solving.	Fully	During the parent/teacher conferences and annual IEP meeting, the parents and providers collaborate on strategies to ensure their child's academic success. We keep families informed and try to get feedback in every opportunity possible. Surveys Class Dojo Monthly Newsletters to parents SAC PTA Curriculum Nights
32. The school provides regular reports on the progress of implementing best practices for SWD with families, school district staff, and community members.	Fully	During Open House and School Advisory Council Meetings information regarding the schools progress towards goals on the BPIE as well as the School Improvement Plan is shared with all parents and stakeholders.
33. The school uses a person-centered planning process for SWD.	Fully	Matriculation Meetings Person-centered planning time Students in Special Programs have a student binder that includes curriculum needs, social and emotional needs, independent functioning and communication needs. This binder is shared from teacher to teacher. When applicable, teachers are able to meet with the prior year teacher to discuss needs of the student(s). The use of articulation cards communicate the needs of SWD in the general education setting.

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 and utilizing articulation cards for decision making. Teacher and parent input.
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School BPIE Assessment Priority Indicators

ROCK ISLAND 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 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 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.