

SBPIE Assessment

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

MILLENNIUM 6-12 COLLEGIATE ACADEMY

District Name: Broward

MSID Number: 4772

Date Meeting Held: 9/1/2026

Initial Information

School Principal: GASTRIDE HARIGAN

School Type: Combination Elementary & Secondary

FIN Trained Meeting Leader/Title: Janice Johnson, ESE Specialist

Team Members Name/Title:

Arnita Williams, Assistant Principal

Janice Johnson, ESE Specialist

Colleen Skervin, ESE Support Facilitator

Anton Uberas, ESE Support Facilitator

Nina McWhorter, Assistant Principal (PBIS)

Allison Grainger, Teacher/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.	Partially Almost	1. School improvement plan 2. Communication with administration to provide information on specific students. 3. Analysis of FSAT and FSAA data 4. ESE PLCs 5. Leadership Team Meeting Minutes
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	1. School Improvement Plan 2. SAC Meeting 3. PLC Meeting
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	1. ESE Specialist 2. ESE Support Facilitators 3. Speech Language Teacher
4. School administrators follow district guidelines for all SWD to have the same school choice options as their peers without disabilities.	Partially Almost	1. IEPs 2. 504 Plans
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	1. Master Schedule 2. IEPs 3. Related Services 4. 504 Plans 5. Speech
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	N/A

7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first.	Partially Beginning	1. IEPs 2. 504 Plans 3. Faculty Meetings
8. School administrators inform staff of resources to apply best practices for teaching students with disabilities in general education classrooms and natural contexts.	Partially Beginning	1. ESE Specialist 2. Collaborate Planning Time 3. Master Schedule 4. Classroom Observations 5. PLCs
9. School administrators expect all staff to use person first language in all written and verbal communications.	Not Yet	1. ESE Documents Only
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	1. Administration provide interview questions (high standards interview practices and questions, notes, and scales)
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	1. Transportation Liaison 2. School Activities 3. School Calendar 4. Fieldtrip Records
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	1. All students are given the opportunity to participate 2. Fieldtrip Documentation 3. School-wide Activities Calendar 4. Club/Sports/Activities Roster
13. The school ensures all SWD are given equal consideration for honors, awards and other designations offered by schools.	Fully	1. Students attend assemblies 2. Honor/Recognition awards

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.	Partially Beginning	1. Staff Surveys 2. Staff Needs Assessment 3. TDAs
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 Beginning	1. ESE Mini Workshops provided by ESE Specialist 2. School-wide Professional Development 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.	Partially Beginning	1. Instructional Coaches 2. Department Chairs 3. ESE Specialist 4. PLCs 5. School-wide Professional Development Plan
17. School administrators ensure collaborative planning time is included in staff schedules.	Partially Beginning	1. Walk-through Notes (teacher planning meetings) 2. Collaborative Planning Time

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 Beginning	1. Moderate Collaboration between specials, therapist, and teachers. 2. PLCs 3. Walk-throughs
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	1. Access points 2. Florida State Standards 3. IEPs 4. Ongoing Progress Monitoring Data 4. Lesson Plans
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.	Partially Beginning	1. School-wide Plan 2. RTI Minutes 3. RTI Documentation in FOCUS
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	1. FBA Tools 2. PM1, PM2, and PM3 Assessments 3. Reading 180 Assessments 4. PLP Checklist 5. RTI Meetings
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	1. Progress Monitoring Assessments 2. IEPs 3. Lesson Plans 4. Teacher/Student Observation
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	1. Kid of Character Program 2. Anti-Bullying Assembly 3. ESE Peer Tutoring

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 Beginning	1. Visual and Oral Lesson Formats 2. Eye gazing 3. Assistive Technology in SVE Classes 4. Teacher Lesson Plans 5. TDA
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.	Partially Almost	1. IEPs provide Service Delivery 2. Lesson Plans 3. Master Schedule 4. iObservation 5. PLCs 6. Administrative Feedback
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 Beginning	1. Behavior Tech receives ongoing training 2. Paraprofessional Schedules

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	1. Sign in sheets 2. Agenda minutes 3. PLCs 4. iObservation
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.	Partially Almost	1. Teacher Lesson Plans 2. iObservations 3. Collaborative Planning Time 4. PLCs
29. The school ensures that family members of SWD are contributing members of school decision-making groups.	Fully	1. School Advisory Council Member 2. Parent-Teacher Association
30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.	Partially Almost	1. ELL Liason 2. ELL Counselors 2. Social Workers provide Resources
31. The school ensures all school personnel invite families to provide valuable input in planning and problem-solving.	Partially Almost	1. Documented parent contact through EDPlan 2. IEP parent input 3. ESE Support Facilitators have frequent collaboration with parents 4. Literacy Coach have frequent collaboration with parents
32. The school provides regular reports on the progress of implementing best practices for SWD with families, school district staff, and community members.	Partially Almost	1. Surveys 2. Parent contact 3. Annual School Report 4. Parent/Teacher Conferences 5. IEP Meetings

33. The school uses a person-centered planning process for SWD.	Fully	ELL Department gives: 1. IEPs 2. Student Interview 3. Parent Interview 4. Help students learn to advocate for themselves
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.	Partially Almost	1. Matriculation Meetings 2. Parent-Student Tours

School BPIE Assessment Priority Indicators

MILLENNIUM 6-12 COLLEGIATE ACADEMY 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 8. School administrators inform staff of resources to apply best practices for teaching students with disabilities in general education classrooms and natural contexts.
- Indicator 9. School administrators expect all staff to use person first language in all written and verbal communications.
- Indicator 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.