

School Best Practices for Inclusive Education (BPIE) Assessment

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

PINES MIDDLE SCHOOL

District Name: Broward

MSID Number: 1881

Date Meeting Held: 6/3/2025

Initial Information

School Principal: SHAWN AYCOCK

School Type: Middle/Junior

FIN Trained Meeting Leader/Title: Andria Doughty, Assistant Principal

Team Members Name/Title:

Andria Doughty

Ashley Fernandez

Aileen Zissen

Nicole Zissen

Barry Johnson

Helen Chisholm

Domain I: Leadership and Decision Making

Indicator	Implementation Status	Data Sources/Supporting Evidence
1. The school leadership team analyzes data to identify barriers and initiate improvement steps that increase the number of students with low- and high-incidence disabilities, across all grades, in general education and natural contexts.	Fully	Leadership minutes, I-Ready, IXL, Read 180
2. The school has developed, and regularly monitors progress for, goals related to short- and long-term improvement efforts to implement and improve inclusive educational practices, as measured by the School BPIE Assessment. *It is recommended that the team table and return to this indicator after the entire BPIE assessment has been completed.	Partially Almost	The team has begun making efforts in this are by providing more inclusive electives and reinstating the best buddies program.
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	Regularly held PLC meetings to monitor data, communicate updates and concerns.
4. School administrators advocate for all SWD to have the same school choice options as students without disabilities to ensure all SWD receive educational services in their neighborhood school or school of choice.	Fully	SWD are included in the invitation to all school-based events such as school dances, field trips and award ceremonies.
5. School data reflect that all SWD, regardless of the type or severity of disability, receive their education and related services in age- and grade-appropriate, heterogeneous, general education contexts 80% or more of the day.	Fully	IEP implementation is done with fidelity. Students are involved in before and after school supports.

<p>6. School data reflect that all SWD, ages 3–5, receive special education and related services in the regular early childhood (Pre-K) classes with peers without disabilities.</p> <p>*schools with Pre-K programs only</p>	<p>No Pre-K</p>	
<p>7. School administrators communicate expectations for all school personnel to share responsibility for all of the students in their building and consider all SWD as general education students first.</p>	<p>Fully</p>	<p>Staff meetings, weekly PLCs, regularly scheduled drills with inclusive plans for SWD's</p>
<p>8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.</p>	<p>Partially Almost</p>	<p>Materials are being accessed. Common planning time is a challenge</p>
<p>9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.</p>	<p>Fully</p>	<p>Staff meetings, email correspondence, PLC's</p>
<p>10. School administrators use job interview questions to appraise an applicant's knowledge of, respect for and appreciation of differences in student learners and best practices for inclusive education, as applicable to the position.</p>	<p>Partially Almost</p>	<p>Some questions are included in the interview process. Other are not</p>
<p>11. School administrators advocate for all SWD to be transported to and from school and community-based activities with students without disabilities attending the same school, except for those who have an IEP indicating a shortened school day.</p>	<p>Fully</p>	<p>Students receive equal access to transportation and school events.</p>
<p>12. All SWD have the same opportunities as students without disabilities to participate in all school-sponsored, non-academic, age-appropriate activities, including electives, sports, dances, clubs, field trips, school plays, community service activities and graduation activities.</p>	<p>Fully</p>	<p>Students have full access to merits, before and after school activities and electives.</p>

13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Fully	SWD's have attended all awards given this year and have received recognition.
14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.	Fully	I-Ready, IXL, Read 180, ESE progress reports
15. School leaders provide job- embedded professional learning for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWD.	Fully	Teachers attend on-site PD's and are invited and encouraged to attend off-campus trainings.
16. School leaders facilitate job- embedded, technical assistance for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWD.	Partially Beginning	Some teachers would benefit from more support and time to properly develop listed skills. Inclusive scheduling does take place.
17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Partially Beginning	PLC's are collaborative but no collaborative planning in schedule

Domain II: Instruction and Student Achievement

Indicator	Implementation Status	Data Sources/Supporting Evidence
18. Special, electives and career technical education (CTE) teachers have regularly scheduled opportunities to consult with special education teachers and related service providers to implement strategies that support the learning of all SWD in their classes.	Fully	Inclusive CTE and electives are taking place and communicate regularly with ESE staff
19. General and special education teachers use state standards as the foundation for instruction of all SWD, including those with the most significant cognitive disabilities.	Fully	Lesson plans
20. An MTSS and problem-solving process is consistently used by school personnel to ensure progress in the general education curriculum, across all grades and settings, for all students with and without disabilities.	Fully	MTSS monthly meeting and minutes, school-wide behavior plan
21. All instructional and related services personnel use formative assessment processes and tools to gather, analyze and evaluate data about effective instruction and behavior interventions for all students with and without disabilities in general education and natural contexts.	Fully	FAST, MAP Assessment, I-Ready, CFA's
22. Teachers of SWD who spend less than 80% of their day in general education classes use formative assessment data to identify effective instructional and behavioral interventions that, when implemented in general education and natural contexts, allow SWD to make progress toward meeting IEP and learning goals.	Fully	Brigance/FSAA, individual binders
23. There is a school-wide approach to facilitate positive, interdependent relationships and social responsibility among all students with and without disabilities across all general education and natural contexts.	Fully	Discipline assembly which sets expectations and norms, mediations

<p>24. There is a school-wide approach for planning and implementing Universal Design for Learning (UDL) across all instructional and non- instructional school contexts.</p>	<p>Partially Beginning</p>	<p>Not consistent across all content areas</p>
<p>25. 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.</p>	<p>Fully</p>	<p>Related service provided in lunch, PE, and to help with office aid tasks to encourage self-advocacy and communication across all settings.</p>
<p>26. All paraprofessionals have received PL that includes clear descriptions of their work responsibilities and strategies for providing support to SWD in general education classrooms and natural contexts.</p>	<p>Fully</p>	<p>PD's and regularly scheduled meetings with SVE teacher</p>

Domain III: Communication and Collaboration

Indicator	Implementation Status	Data Sources/Supporting Evidence
27. All special education teachers are full, collaborative members of a general education curriculum team.	Fully	Attend PLC's of core subject areas to endure collaboration and provide ESE updates.
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 Beginning	Planning time in morning, no scheduled time built into the day
29. Family members of SWD are contributing members of school decision-making groups.	Fully	SAC, PTSA, club sponsors
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	Offered free before and after school tutoring and in school camps provided around testing
31. When communicating with families of SWD, all personnel consider family members as a resource and obtain their input in planning and problem solving.	Partially Almost	Parent concerns raised in monthly leadership meetings
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Fully	Quarterly ESE progress reports, interim reports and report cards, regular access to grades on Focus
33. The school uses a person-centered planning process for SWD.	Partially Almost	Improving community-based relationships.

34. School uses a team decision-making process to ensure SWD transition from grade to grade, school to school and district to district to ensure placement in the Least Restrictive Environment (LRE).	Fully	IEP meetings, evaluations and reevaluations.
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School BPIE Assessment Priority Indicators

PINES MIDDLE 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 2. The school has developed, and regularly monitors progress for, goals related to short- and long-term improvement efforts to implement and improve inclusive educational practices, as measured by the School BPIE Assessment.
- Indicator 10. School administrators use job interview questions to appraise an applicant's knowledge of, respect for and appreciation of differences in student learners and best practices for inclusive education, as applicable to the position.
- Indicator 33. The school uses a person-centered planning process for SWD.