

School Best Practices for Inclusive Education (BPIE) Assessment

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

WESTGLADES MIDDLE SCHOOL

District Name: Broward

MSID Number: 3871

Date Meeting Held: 4/29/2025

Initial Information

School Principal: Amy Nast

School Type: Middle/Junior

FIN Trained Meeting Leader/Title: Amy Nast, Instructional Coach

Team Members Name/Title:

Amy Nast Instructional Coach/ MTSS Coordinator

Kristin Streit ESE Specialist

Mr. Bianchi Principal

Shari Schwartz Assistant Principal

Suzanne Desrosiers

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	FAST FAA DAR TOMA Iready IEP's
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.	Fully	SIP BPIE School website
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Not Yet	We are working on an updated list for parents for the upcoming school year with the requested information.
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.	Partially Almost	We provide a continuum of services for SWD's.
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.	Partially Almost	SWD's participate in general education daily with non-disabled peers.

<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>Faculty meetings IEP meetings PD for Gen. Ed teachers as needed</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>Fully</p>	<p>Specialized instruction in reading PLC for ESE staff access to Learning Ally</p>
<p>9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.</p>	<p>Partially Almost</p>	<p>School news letter parent link</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>Fully</p>	<p>interview questions reflect inclusive education for SWD differentiation examples during interview</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>All busses arrive and depart at the same location daily at the school campus.</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>all club meeting are open to all students with and without disabilities meetings announced on website and announcements field trips open to all students</p>

13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Fully	Yes all student are celebrated through weekly updates from the principal, social media and awards ceremonies
14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.	Fully	needs assessment sent to entire staff to assess PD plan for the following school year
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	UDL Differentiated instruction- AI differentiated instructional materials monitoring SWD data through the PM data
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.	Fully	planning instruction with UDL practices differentiated instruction across all subjects and grade levels use of AAC devices in elective courses
17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Partially Almost	Literacy leadership PLC meetings disseminate differentiated instruction for all subject areas

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	SWD's participate in elective and have access to Support facilitators to address strategies for them.
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	Access point on standards are the basis of SWD with cognitive needs
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	We meet weekly to discuss multiple students and invite parents to participate regularly.
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	PM 1,2, 3 CFA's RTI behavior checklists
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	Curriculum used is Unique Learning systems students eat in cafeteria work with peer counselors on a regular basis
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	Best Buddies Club Peer Counseling Resiliency Education throughout all grade levels

<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>Fully</p>	<p>Literacy leadership attended UDL training and brought back to departments</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>teachers select and use various approaches, such as station teaching, parallel teaching and alternative teaching, based on the needs of the students and the intended outcome(s) of instruction and assessment.</p> <p>support facilitators co-teach within the gen. ed classroom</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>Paraprofessionals are trained to assist ESE students throughout the school year with various needs. (ie social emotional, academic and health needs)</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	Special education teachers collaborate with general education teachers to share and implement instructional decisions made by the team during IEP meetings.
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	When planning, teachers consider the application of specially designed instruction, UDL and DI as part of every unit. Continuous training throughout the year has increased the UDL process for all departments.
29. Family members of SWD are contributing members of school decision-making groups.	Fully	School administrators actively recruit family members of SWD to participate in school decision-making groups, including the School Advisory Council and PTO
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	All families are provided with learning opportunities via newsletter and website. Data are gathered from families via surveys, focus groups, and IEP meetings.
31. When communicating with families of SWD, all personnel consider family members as a resource and obtain their input in planning and problem solving.	Fully	When communicating with families of SWD, all personnel consider family members as a resource and obtain their input in planning and problem solving when developing IEP's.

<p>32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.</p>	<p>Partially Almost</p>	<p>At the end of the school year, the school provides a report to the district that includes progress toward implementing and improving inclusive practices.</p>
<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Partially Almost</p>	<p>There is an established protocol for facilitating a smooth transition for SWD from grade to grade and school to school.</p>
<p>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).</p>	<p>Fully</p>	<p>Schools identify and share individual needs of SWD, through the inclusive scheduling process, as they transition from grade to grade.</p>

School BPIE Assessment Priority Indicators

WESTGLADES 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 9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.
- Indicator 17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.