

SBPIE Assessment

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

POMPANO BEACH MIDDLE SCHOOL

District Name: Broward

MSID Number: 0021

Date Meeting Held: 6/3/2025

Initial Information

School Principal: Felicia Lauriston

School Type: Middle/Junior

FIN Trained Meeting Leader/Title: Felicia Lauriston, ESE Support Facilitator

Team Members Name/Title:

Felicia Lauriston, ESE Support Facilitator

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	Pompano Beach Middle School uses assessment data, behavior data, classroom observations, and IEP progress monitoring to ensure students with disabilities (SWD) receive appropriate educational supports and services. Current practices demonstrate compliance with district and state expectations while promoting inclusive opportunities in the general education setting. PBMS continues to identify and remove barriers to support meaningful access, participation, and academic progress for all SWD.
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	Pompano Beach Middle School will use data-driven decision making, collaborative leadership practices, and inclusive instructional supports to improve outcomes for students with disabilities. The school will maintain accessible school improvement documents, regularly review student performance and IEP progress data, and ensure broad staff representation in leadership meetings to support continuous improvement and remove barriers to student success in the general education setting.

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	Idania V. Morris, ESE Specialist. The Exceptional Student Education (ESE) Specialist supports students with disabilities by ensuring compliance with state and district guidelines while promoting academic, behavioral, social, and independent success. The ESE Specialist collaborates with teachers, administrators, families, and support staff to implement IEPs, accommodations, and inclusive instructional practices within the general education setting. Responsibilities include monitoring student progress, analyzing assessment and behavior data, supporting MTSS and staffing processes, providing instructional strategies and interventions, and ensuring students have access to grade-level curriculum in the least restrictive environment. The ESE Specialist also assists with professional development, compliance monitoring, and communication among stakeholders to support positive outcomes for students with disabilities. Weekly meeting agendas available upon request.
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4. School administrators follow district guidelines for all SWD to have the same school choice options as their peers without disabilities.	Fully	School administrators follow district guidelines to ensure students with disabilities (SWD) have access to the same school choice opportunities as their peers without disabilities. The school promotes equitable access to programs, services, and educational opportunities while supporting students in the least restrictive environment. Families are provided with information, resources, and support to help meet their child's individual needs, regardless of the type or severity of disability. Through collaborative communication and inclusive practices, families perceive the school as welcoming, supportive, and committed to student success.
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	School data reflects that students with disabilities (SWD), regardless of exceptionality, receive educational instruction and related services in age- and grade-appropriate general education settings to the maximum extent appropriate. The school promotes inclusive practices and provides opportunities for students in Specialized Varying Exceptionalities (SVE) classes to participate in general education activities, school events, and interactions with their non-disabled peers to support social, academic, and behavioral growth.
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	Our school does not service students in this age group.

7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first.	Partially Almost	Support Facilitators regularly attend grade level meetings in order to support gen ed teachers with progress monitoring and implementing accommodations. ESE staff regularly presents at staff meetings. Power points available upon request.
8. School administrators inform staff of resources to apply best practices for teaching students with disabilities in general education classrooms and natural contexts.	Fully	ESE staff is allocated time and resources to assist with incentives and materials for students. ESE providers collaborate regularly with instructional coaches and outside providers,
9. School administrators expect all staff to use person first language in all written and verbal communications.	Fully	Weekly newsletters, presentations on the office monitors regarding autism, inclusion of SWD on all field trip, school activities, and award ceremonies.

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	Tell us about a time you supported a student who was struggling. What did you do, and what was the result? How do you ensure students feel respected and included, especially when their needs look different from others? Describe how you would follow a student support plan (e.g., accommodations, behavior supports) while maintaining privacy and professionalism. Walk us through what you would do in the first 2–3 minutes. How do you communicate concerns about a student (academics/behavior/safety) to the right staff member? What does confidentiality mean in a school setting? Give an example of what you would not share and why. A student's behavior is disrupting others. How do you balance maintaining expectations with supporting the student's needs?
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	All students including SWD ride BCPS busses and arrive and leave at the same time. SWD are included in all gen ed field trips including end of year 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 in our SVE class attend 2 blocks of general ed electives. They are involved in school clubs, sports and award ceremonies.
13. The school ensures all SWD are given equal consideration for honors, awards and other designations offered by schools.	Fully	SWD are included in all award ceremonies including honor roll, and are given the opportunity to join NJHS.

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	Instructional coaches create grade level data sheets for SWD and this is provided to administration and Support Facilitators. They utilize this data for planning and progress monitoring.
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 planning time is built into the master schedule and Support Facilitators attend their grade level meetings along with weekly ESE PLC meetings.
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 Almost	As we practice more inclusion, Support Facilitators are spending more time in the gen ed classrooms working with teachers and students. They also work with teachers on documenting accommodations into their gradebooks and assignments.
17. School administrators ensure collaborative planning time is included in staff schedules.	Fully	Weekly ESE team agendas are available, as well as grade level notes from their weekly meetings. The who support staff meets weekly and ESE is always discussed, and ESE Specialist has 1:1 meetings with our AP who oversees ESE biweekly.

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	As more advanced classes become available, we are expanding our support into elective classes.,
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.	Partially Almost	We are continuously working on aligning all IEP goals to state standards using progress monitoring,
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 Almost	Our school holds biweekly MTSS meetings to identify students who need support in academics and/or behavior. The team has trained all teachers on entering referrals, and implementing strategies and interventions. These are reviewed to see whether students will continue to receive interventions or move to possible ESE testing.
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	SWD are given informal and formal assessments to track growth and identify areas of need. This is done through classroom grades, FAST scores, and intensive reading programs.
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	Students in SVE who are on Access Points are continuously monitored through district provided curriculums. All lessons are modified for individual needs such as behavior, language delay, and/or intellectual functioning.

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	Our school utilizes inclusion and a collaborative approach to having gen ed students work with and assist SWD. We celebrate Autism Awareness Month, Kids of Character, and Resiliency trainings.
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	Students with hearing impairments receive specialized accommodations such as closed captioning and preferential seating, and classes are wheelchair accessible with special tables for our student who uses a wheelchair. Students who have difficulty communicating are provided with assistive technology devices, and multi sensory instruction is encouraged for those in our VE program.
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	We utilize many methods of delivering services. We have our SVE students, who are in a self contained class for 6/8 blocks, our VE students who are on standards, but for their core classes they are taught by an ESE certified teacher and a para in a small group setting, students who are fully included and receive support facilitation in their gen ed classes, and students on monthly consultation.
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	Paraprofessionals are interviewed multiple times, and given an opportunity to train with other staff. Professional development is regularly offered by the district.

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	Grade level support facilitators are included in their grade level meetings, we are represented in SAC, facilitate clubs, assist with RTI, ESOL and are in constant contact with students, staff and administration.
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	Teachers have content area planning which includes support facilitators. Although we provide primary services in ELA and math, we are branching out into supporting electives.
29. The school ensures that family members of SWD are contributing members of school decision-making groups.	Fully	Parents of SWD are involved in SAC, and PTO.
30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.	Partially Almost	Our school provides curriculum nights, open house, and parent surveys to gain input from families. Our principal's weekly newsletter is automatically translated into that particular family's home language as well.
31. The school ensures all school personnel invite families to provide valuable input in planning and problem-solving.	Fully	Our SVE teacher provides a daily note regarding progress, there is an orientation night for incoming 6th graders, and we have Open House for parents to come in and see the classrooms and meet the teachers. ESE has a table with contact information, and availability to speak to us at all meetings.

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	These are discussed in administrative meetings, SAC/SAF, data chats and support team meetings.
33. The school uses a person-centered planning process for SWD.	Fully	We complete transition pages on every IEP and document the next steps they will take as they continue middle school, go to high school, and beyond. We provide student interviews to identify areas of interest and are part of the scheduling process to ensure students are in classes which support their goals.
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	ESE Specialist attends matriculation meetings for incoming 6th graders before they come to the school to meet families, answer questions, offer support and ensure a seamless transition. We follow the same process for our outgoing 8th graders. The district provides a day for all ESE Specialists to meet with their feeder schools to make sure all students are supported in the next school.

School BPIE Assessment Priority Indicators

POMPANO BEACH 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 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.
- Indicator 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.