

SBPIE Assessment

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

WESTPINE MIDDLE SCHOOL

District Name: Broward

MSID Number: 2052

Date Meeting Held: 3/10/2026

Initial Information

School Principal: Laurinna Joel balog

School Type: Middle/Junior

FIN Trained Meeting Leader/Title: Laurinna Balog, Assistant Principal

Team Members Name/Title:

Laurinna Balog, Assistant Principal

Ashley Montemarano, ESE Specialist

Sherry Brown, VE Teacher

Ana Valentin-Sotomayor, VE Teacher

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	Data are collected, analyzed and shared with all teachers regarding student achievement of SWD in general education and natural contexts. Data meetings are held to identify barriers and plan for actions to increase general education opportunities for all students with disabilities. Data chats are conducted with students to create strong accountability and high expectations. The schools leadership continues to analyze data, annually, to develop new strategies to increase opportunities for SWDs to participate in inclusive settings. This data includes FBA/PBIP data, standardized test, and IEP progress reports.
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	The school has an action plan indicating goals related to inclusive practices. MTSS/RtI and BPIE team meetings include all stakeholder groups who are involved in a collaborative system of decision making to implement practices across the school. This information is provided in the SIP which is posted on the schools website and available upon request.

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	The ESE Specialist has identified roles and responsibilities with regard to coordinating and monitoring implementation of best practices for inclusive education for all SWDs. The ESE Specialist does monthly compliance reviews for ESE students on campus.
4. School administrators follow district guidelines for all SWD to have the same school choice options as their peers without disabilities.	Fully	Administrators monitor progress of SWDs on campus. The Administrators ensure that all materials and services needed to provide educational services to SWDs are available at all times, in all settings. Administrators meet with teachers and parents to ensure all SWDs needs are being met and all concerns are being addressed in a timely manner.
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	All SWDs who receive collaboration support services participate in the general education setting for all academic areas, electives, grade level activities, hallway passaging and lunch. They are assigned the same grade level classes that include non-disabled peers. The IEP and matrix of services reflects the amount of time the SWDs spend with non-disabled peers.
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	Not applicable

7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first.	Fully	All teachers are expected to routinely review goal progress, academic progress, and behavior support responsibilities. Administrators ensure that all teachers know it is everyone's responsibility to provide supports and strategies for SWDs in general education classrooms. Administrators provide opportunities for ESE teachers to provide trainings for general education teachers.
8. School administrators inform staff of resources to apply best practices for teaching students with disabilities in general education classrooms and natural contexts.	Fully	Inclusion support teachers participate in subject area PLC meetings and share information with the inclusion support team. Administrators allocate resources to implement effective inclusive practices such as supplemental materials, textbooks for home use, and time for ESE teachers to meet with other school staff regarding academics and behavior of SWDs.
9. School administrators expect all staff to use person first language in all written and verbal communications.	Fully	SWDs are referred to by name, rather than the label associated by their disability, in all areas of the school.
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	When interviewing prospective applicants, administrators include questions about differentiated instruction, behavior management strategies, and best classroom teacher practices.

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	One Administrator is assigned to troubleshoot all areas of transportation for the school. This administrator addresses any area of concern for both SWDs and general education students. Busses arrive and depart from the same location daily. SWDs ride buses to and from school and on trips with their non-SWD peers.
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 SWDs are given the opportunity to participate in extra-curricular activities sponsored by the school. Several SWDs participate in various athletic teams and school sponsored afterschool clubs.
13. The school ensures all SWD are given equal consideration for honors, awards and other designations offered by schools.	Fully	SWDs are recognized with their non-SWD peers at grade level award ceremonies.
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	Administrators analyze student data and identify staff and family needs to determine professional development needs.
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	Inclusion support teachers and SVE teachers participate in content area PLC's to discuss strategies and best practices for meeting the needs of all students. General education teachers participate in inclusion support training.

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	School leaders have identified teacher leaders who provide coaching and support. Academic coaches provide in-class support. In PLC's teachers work together on improving instructional strategies and behavior supports. Teachers are also provided with various trainings on early release and planning days.
17. School administrators ensure collaborative planning time is included in staff schedules.	Fully	Trainings are provided on early release days, professional development is provided during regularly scheduled faculty meetings. Administration ensures that teachers use weekly PLC for collaborative planning surrounding all subgroups of students.

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 Almost	Need to increase collaboration between district services providers and school staff to provide information on best practices of implementation of services. Elective teachers regularly meet with special education teachers to support learning of all SWD.
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	SWDs have access to the same instructional materials as non-disabled peers. Instructional focus calendars reflect the academic goals for all students.
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	The problem solving process is used to identify interventions and create formal plans to address SWD students who may need a new eligibility or change to their current plan, or a general education student who may need a change to their intervention plan. Follow-up data is presented and reviewed. PD activities are provided to support the tiered behavioral and academic supports needs of the individual students.

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	School Administrators meet with teacher leaders to analyze data and evaluate instruction. A variety of assessment tools are used to obtain the data. General education teachers collaborate with ESE teachers to assess progress of SWDs in the general education setting. Formative assessment data is reviewed.
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	SVE teachers use formative assessment data to evaluate the time SWDS receive in general education. Based on data students on access points may participate in general education, core academic classes with inclusion support.
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	General education students work with SWDs in varying capacities throughout the school. Mentoring groups are established providing an opportunity for various school staff discuss socially relevant issues and teach problem solving skills. Professional development is provided to staff to help shape a culturally sensitive environment that meets the needs of a divers student population.
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	Growth is needed in the area of differentiating instructions and UDL. Administration needs to provide professional development on strategies of multiple means of expression, multiple means of representation of knowledge, and multiple means of engagement.

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	Growth was made in the area of differentiating instructions and UDL. Administration provides professional development on strategies of multiple means of expression, multiple means of representation of knowledge, and multiple means of engagement. Administrators meet with ESE teachers prior to making student schedules to ensure maximum levels of support within the general education classroom.
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 receive training opportunities on topics related to their job responsibilities. They receive opportunities to discuss academic and behavioral strategies used with SWD students.

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	ESE teachers participate in general education PLC meetings. They meet with the various department to stay current with the instructional focus calendar.
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	Professional development and modeling needs to be provided in the area of coteaching and shared responsibilities for instruction between the ESE teacher and the general education teacher.
29. The school ensures that family members of SWD are contributing members of school decision-making groups.	Fully	All parents are actively recruited to join and attend SAC, SAF, and PTO.
30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.	Fully	The school has improved learning opportunities and resources provided to families. The school would like to provide more trainings based on targeted areas identified from parent surveys and student data.
31. The school ensures all school personnel invite families to provide valuable input in planning and problem-solving.	Fully	Parent participation in collaborative problem solving process has increased. The school has engaged parents in RtI meetings to discuss student academic and behavioral data as well as interventions and support.

32. The school provides regular reports on the progress of implementing best practices for SWD with families, school district staff, and community members.	Fully	Progress reports are regularly disseminated to parents. The School Improvement Plan is made available to all school stakeholders via the school website. Included in the School Improvement Plan is a self assessment of the school inclusion practices.
33. The school uses a person-centered planning process for SWD.	Fully	Matriculation meetings are scheduled, that include parents, to ensure a smooth transition from school to school. Activities for incoming 6th grade students to accommodate them to the school and our processes; including receiving their schedule, meeting their teacher, and campus tours.
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	The ESE Specialist attends matriculation meetings face to face or via phone. The school provides opportunities for prospective parents to visit classrooms as a part of the easing-in process. The ESE Specialist and inclusion support teachers are available to parents during opening week activities prior to the start of the new school year.

School BPIE Assessment Priority Indicators

WESTPINE 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 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.
- 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 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 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.