

SBPIE Assessment

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

CYPRESS BAY HIGH SCHOOL

District Name: Broward

MSID Number: 3623

Date Meeting Held: 10/16/2025

Initial Information

School Principal: Jorge Sosa

School Type: Senior High

FIN Trained Meeting Leader/Title: Lonny Shapiro, ESE Liaison

Team Members Name/Title:

Lonny Shapiro, Tasha McCarthy Bowes

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 Beginning	ESE student graduation rate at our school is 99%
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	We collaborate with faculty, parents, and administrators to be innovative and successful.
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 Beginning	Continue to learn to track data and use it.
4. School administrators follow district guidelines for all SWD to have the same school choice options as their peers without disabilities.	Partially Almost	We work with master schedule and elective teachers to make sure options are available.
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	During IEP meetings we work as a collaborative team to provide the best option which includes inclusion.
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	As a high school we are don't work with 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	Our staff is well versed with SWD students in a general education setting.

8. School administrators inform staff of resources to apply best practices for teaching students with disabilities in general education classrooms and natural contexts.	Partially Almost	Our support team provides teachers with resources, face time, and trainings to assist.
9. School administrators expect all staff to use person first language in all written and verbal communications.	Not Yet	Trying to get more information on this.
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	Our interviews include many aspects of questions regarding disabilities.
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	Yes bus and car schedule is the same.
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	We make sure we are all inclusive and offer supervision for events if needed for students.
13. The school ensures all SWD are given equal consideration for honors, awards and other designations offered by schools.	Fully	Teacher feedback, parent questionares.
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 Almost	offer TDA opportunities for our para's and ESP;s for training.
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 Almost	early release days and Professional development training are used for specific department specific 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.	Partially Almost	continious learning opportunities.
17. School administrators ensure collaborative planning time is included in staff schedules.	Partially Almost	Our SVE group have the same planning. We are working on further measures to improve teachers working acorss areas.

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	Our school is just learning all our CTE class certifications and options that our SWD population would benefit from.
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	continue to use ACCESS curriculum for the same course standards as the general education 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.	Partially Almost	our RTI team and teachers continue to monitor and recommend students for RTI who are not making progress as the same rate as their peers.
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.	Partially Almost	use our data from PLC's and FAST testing to accumulate data to be used.
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.	Partially Beginning	We continue to develop better ways to use general education teachers to gather and support IEP goals.
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.	Partially Almost	We have a specialized behavior specialist who deals with all ESE students who get called in. The support person is also called in prior to the student being interviewed.

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	We encourage inclusion and offer it as option to our parents.
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	Our services over a continuum of services based on student needs.
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	During the interview process we ask about all possible job duties even if the current position might not require some facets of the job. Making sure they are aware that job duties can change in this position.

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	ESE staff as valuded and affordred input in all areas of the curriculum.
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	staff and administration communicate to value the input and struggles of staff who might have an abundance of IEP students in their class. We try to support those classes with support staff.
29. The school ensures that family members of SWD are contributing members of school decision-making groups.	Fully	Our parents of ESE students are often vital members of community groups and decision making.
30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.	Partially Beginning	While data is gathered I think we can use it more effectively for planning and change.
31. The school ensures all school personnel invite families to provide valuable input in planning and problem-solving.	Fully	Our IEP team is comprehensive and often rely on parents to be integral parts of ongoing issues and solutions.
32. The school provides regular reports on the progress of implementing best practices for SWD with families, school district staff, and community members.	Partially Beginning	We share information from the district that is sent to us to forward to parents. We could be more vigilant in creating and sending information ourselves.

33. The school uses a person-centered planning process for SWD.	Fully	We use a model of continuous work toward self advocacy for our students. Our support team stays with children to provide stability and continuity for families and students.
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	Our administration and staff provide tours and classroom familiarity to students and families prior to school to assure a smooth transition. We also meet with families of middle school parents to help with the matriculation process.

School BPIE Assessment Priority Indicators

CYPRESS BAY HIGH 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 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.
- 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.