

# **SBPIE 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                                                                           |
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| 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                 | FAST<br>FAA<br>DAR<br>TOMA<br>Iready<br>IEP's                                                              |
| 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                 | SIP<br>BPIE<br>School website                                                                              |
| 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.                                                      | Not Yet               | We are working on an updated list for parents for the upcoming school year with the requested information. |
| 4. School administrators follow district guidelines for all SWD to have the same school choice options as their peers without disabilities.                                                                                                             | Partially Almost      | We provide a continuum of services for SWD's.                                                              |
| 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.                                           | Partially Almost      | SWD's participate in general education daily 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.<br><b>*Schools with early childhood (preschool) programs only.</b> | No Pre-K              |                                                                                                            |

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| 7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first.                                                                         | Fully            | Faculty meetings<br>IEP meetings<br>PD for Gen. Ed teachers as needed                                                                                          |
| 8. School administrators inform staff of resources to apply best practices for teaching students with disabilities in general education classrooms and natural contexts.                                                        | Fully            | Specialized instruction in reading<br>PLC for ESE staff<br>access to Learning Ally                                                                             |
| 9. School administrators expect all staff to use person first language in all written and verbal communications.                                                                                                                | Partially Almost | School news letter<br>parent link                                                                                                                              |
| 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            | interview questions reflect inclusive education for SWD<br>differentiation examples during interview                                                           |
| 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 busses arrive and depart at the same location daily at the school campus.                                                                                  |
| 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 club meeting are open to all students with and without disabilities<br>meetings announced on website and announcements<br>field trips open to all students |
| 13. The school ensures all SWD are given equal consideration for honors, awards and other designations offered by schools.                                                                                                      | Fully            | Yes all student are celebrated through weekly updates from the principal, social media and awards 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            | needs assessment sent to entire staff to assess PD plan for the following school year                                                                          |

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| 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            | UDL<br>Differentiated instruction- AI<br>differentiated instructional materials<br>monitoring SWD data through the PM<br>data                           |
| 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            | planning instruction with UDL practices<br>differentiated instruction across all<br>subjects and grade levels<br>use of AAC devices in elective courses |
| 17. School administrators ensure collaborative planning time is included in staff schedules.                                                                                                                                                                                      | Partially Almost | Literacy leadership<br>PLC meetings<br>disseminate differentiated instruction<br>for all subject areas                                                  |

## Domain II: Instruction and Student Achievement

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

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| 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 | Literacy leadership attended UDL training and brought back to departments                                                                                                                                                                                                         |
| 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 | 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.<br><br>support facilitators co-teach within the gen. ed 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 are trained to assist ESE students throughout the school year with various needs. (ie social emotional, academic and health needs)                                                                                                                              |

### Domain III: Communication and Collaboration

| Indicator                                                                                                                                                                                                        | Implementation Status | Data Sources/Supporting Evidence                                                                                                                                                                                 |
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| 27. The school ensures that all special education staff are recognized as essential, collaborative members of the general education 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. The school ensures that 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. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.                                                                                       | Fully                 | All families are provided with learning opportunities via newsletter and website.<br>Data are gathered from families via surveys, focus groups, and IEP meetings.                                                |
| 31. The school ensures all school personnel invite families to provide valuable 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.                                       |

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| 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 | At the end of the school year, the school provides a report to the district that includes progress toward implementing and improving inclusive practices. |
| 33. The school uses a person-centered planning process for SWD.                                                                                                                                  | Partially Almost | There is an established protocol for facilitating a smooth transition for SWD from grade to grade and school to school.                                   |
| 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            | Schools identify and share individual needs of SWD, through the inclusive scheduling process, as they transition from grade to grade.                     |

# 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 expect all staff to use person first language in all written and verbal communications.
- Indicator 17. School administrators ensure collaborative planning time is included in staff schedules.