

School Best Practices for Inclusive Education (BPIE) Assessment

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

SOUTH PLANTATION HIGH SCHOOL

District Name: Broward

MSID Number: 2351

Date Meeting Held: 6/6/2022

Initial Information

School Principal: Dr. Cathy Bonner

School Type: Senior High

FIN Trained Meeting Leader/Title: Ryan Manuell

Team Members Name/Title:

Ryan Manuell-ESLS Specialist, Dr. Cathy Bonner-School Administrator, Anita Silig-ESE Support Facilitator, Kayley Frobels-SVE Teacher, Jason Zembuch-Gen Ed Teacher, Laura Lerner-Parent, Kimberly Herlihy Parra-Parent

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	Participation in a variety of meeting that fully embody the indicator.
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.	Partially Almost	Once every three years, the school completes a BPIE assessment and reports the results of all planned short- and long-term improvement efforts to the district.
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	ESLS Specialist works closely with school administration and is communicating on a consistent basis with stakeholders to ensure inclusive best practices.
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.	Fully	Demographics of the school are extremely diverse including the SWD population
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	Based on observation, scheduling is not based on a student's disability. Teachers continue to build skills in understanding of needs of SWDs

<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>	Not Yet	We are a high school and this indicator is not relevant to our population.
<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>	Partially Almost	Based on observation, scheduling is not based on a student's disability. Teachers continue to build skills in understanding of needs of SWDs
<p>8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.</p>	Fully	Materials are provided at the school level
<p>9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.</p>	Fully	According to communication from administrators, person first language is always modeled and promoted.
<p>10. School administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position.</p>	Fully	According to personal interviews, inquiries revolved around knowledge and beliefs of inclusion, differentiated instruction, and inclusive educational practices.
<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>	Fully	There are designated bus monitors in each school who are responsible for overseeing bus procedures and identifying potential problems
<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>	Fully	SWD's are provided equitable opportunities

13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Fully	All SWDs, including those who are working on a modified curriculum, are included in honors and awards programs (e.g., honor roll, citizenship awards, academic awards, science fair and attendance awards), except those honors and awards based solely on the requirements of the standard curriculum
14. School administrators analyze data to identify professional development (PD) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.	Fully	School wide faculty professional development is presented annually.
15. School leaders provide job- embedded professional development for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWD.	Fully	Faculty wide professional development is provided annually to address these indicators.
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	School wide faculty professional development provided annually as well as follow-up sessions as needed.
17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Fully	ESE certified teachers are added to PLC teams with Gen Ed teachers to aide in best practices for inclusion.

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.	Partially Beginning	Collaboration occurs with Special Education teachers and general education teachers who teach these elective courses.
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	IEP goals and objectives for all SWDs are aligned to the state standards.
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.	Partially Almost	RTI team works collaboratively to achieve this indicator.
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.	Partially Almost	All teachers use formative assessment data to adjust instruction, revise behavior plans and determine individual student responses to interventions in general education and natural contexts.
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.	Partially Beginning	Teachers of students in self-contained classrooms use formative assessment data to increase time SWDs receive instruction in general education classes, such as observational data to identify effective behavior supports for learning in the general - education classes, such as observational data to identify effective behavior supports for learning in the general education classroom

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.	Partially Almost	The school has one or more schoolwide programs in place that address things such as: Social/Emotional Learning, Anti-bullying, conflict mediation, and positive behavior just to name a few.
24. There is a school-wide approach for planning and implementing Universal Design for Learning (UDL) across all instructional and non- instructional school contexts.	Partially Almost	Teachers differentiate instruction to allow multiple means of representation, expression and engagement.
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.	Fully	Differentiated instruction is a priority amongst our administration and is conveyed regularly to our faculty.
26. All paraprofessionals have received PD that includes clear descriptions of their work responsibilities and strategies for providing support to SWD in general education classrooms and natural contexts.	Partially Beginning	Paraprofessionals receive PD individually based on their request for the session.

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	There is one certified special education teacher assigned to each of the 4 core subject professional learning communities.
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 Beginning	Teachers have consensus on grading procedures, especially when accommodations or modifications are provided for individual students.
29. Family members of SWD are contributing members of school decision-making groups.	Partially Beginning	Family members of SWDs are active members of groups such as the Parent-Teacher Association (PTA) and school sub-committees (e.g., Fall Festival, Band Boosters).
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Partially Almost	Data are gathered from families via surveys, interviews, focus groups, suggestion box, etc.
31. When communicating with families of SWD, all personnel consider family members as a resource and obtain their input in planning and problem solving.	Partially Almost	Teachers maintain ongoing communication with families to ensure support plans are consistent from school to home and community.
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Not Yet	This indicator will be addressed as a priority.

33. The school uses a person-centered planning process for SWD.	Partially Almost	SWDs have opportunities to learn and practice skills associated with self-determination.
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).	Partially Almost	Supports are in place and are passed seamlessly between sending and receiving parties.

School BPIE Assessment Priority Indicators

SOUTH PLANTATION 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 26. All paraprofessionals have received PD that includes clear descriptions of their work responsibilities and strategies for providing support to SWD in general education classrooms and natural contexts.
- Indicator 32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.