

School Best Practices for Inclusive Education (BPIE) Assessment

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

SOUTH BROWARD HIGH SCHOOL

District Name: Broward

MSID Number: 0171

Date Meeting Held: 10/31/2024

Initial Information

School Principal: FRANCOIS ALEXANDER

School Type: Senior High

FIN Trained Meeting Leader/Title: Amy Mujica, ESE Liaison

Team Members Name/Title:

Ryan Perez Rodrigues, School Assessment Specialist

Adriana Quinonez, Literacy Coach

Karen Cirone, Guidance Counselor

Carlyn Brown, ESE Facilitator

Alfredo Morales, Mathematics Instructor

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.	Partially Almost	In practice, leadership relies on data metrics but delegates the primary responsibility for analysis and application to teachers and staff.
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	Data analysis should be conducted at the administrative level and communicated to teachers to enhance practices and implement effective strategies.
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	PLC leaders are in place, the ESE Department Chair coordinates all activities for students with disabilities, the school website is accessible to all stakeholders, and newsletters are distributed to the community.
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	School choice documents are made available to all parents.
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.	Fully	Continuum of Services

<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>	<p>No Pre-K</p>	
<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>	<p>Fully</p>	<p>Department Leaders share Instructional, Behavioral, and Support Responsibilities with all staff.</p>
<p>8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.</p>	<p>Fully</p>	<p>School-based remedial programs are available and provided to all students.</p>
<p>9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.</p>	<p>Fully</p>	<p>Faculty & Department meetings</p>
<p>10. School administrators use job interview questions to appraise an applicant's knowledge of, respect for and appreciation of differences in student learners and best practices for inclusive education, as applicable to the position.</p>	<p>Partially Beginning</p>	<p>Providing sample interview questions and increase professional collaboration.</p>
<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>	<p>Fully</p>	<p>Program in Progress</p>
<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>	<p>Fully</p>	<p>SWD participate in clubs and sports</p>

<p>13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.</p>	<p>Fully</p>	<p>SCHOOL-WIDE ACTIVITIES SUCH AS HONOR ROLL PRESENTATIONS, TESTING CELEBRATIONS, CLUB AWARDS AND PARTIES.</p>
<p>14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.</p>	<p>Fully</p>	<p>Professional Development is provided throughout the year</p>
<p>15. School leaders provide job- embedded professional learning for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWD.</p>	<p>Fully</p>	<p>PD is rolled out consistently throughout the school year.</p>
<p>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.</p>	<p>Fully</p>	<p>Collaboration between support facilitators and gen ed teachers.</p>
<p>17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.</p>	<p>Partially Almost</p>	<p>Teachers feel overwhelmed by the amount of work required and the cutting back of planning time each year.</p>

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 Almost	CTACE / CTE courses are available to all students and SWD are currently taking CTE 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	All courses follow the Florida Benchmarks of Excellent Student Thinking and/or Florida Academic 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.	Fully	MTSS meets regularly to provide interventions for academic and behavioral needs.
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.	Fully	State and District Assessments are implemented with fidelity.
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.	Fully	All students complete both formal and informal assessments necessary to measure and support their academic progress.

<p>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.</p>	<p>Fully</p>	<p>District implemented Resiliency training and Schoolwide behavior assemblies.</p>
<p>24. There is a school-wide approach for planning and implementing Universal Design for Learning (UDL) across all instructional and non- instructional school contexts.</p>	<p>Partially Beginning</p>	<p>Teachers are beginning to implement UDL lessons throughout the campus.</p>
<p>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.</p>	<p>Fully</p>	<p>Continuum of Services</p>
<p>26. All paraprofessionals have received PL that includes clear descriptions of their work responsibilities and strategies for providing support to SWD in general education classrooms and natural contexts.</p>	<p>Fully</p>	<p>Professional Development occurs throughout the entire school year.</p>

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.	Partially Almost	Collaboration needs to improve from content areas with SE Teachers.
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	During school-wide faculty meetings there is collaboration, but after that there needs to be more vertical planning in place between general and SE teachers.
29. Family members of SWD are contributing members of school decision-making groups.	Fully	SAC is available to all members of the faculty. All school-wide functions are open to all parents and stakeholders.
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	Shared out from ESE Providers to Stakeholders.
31. When communicating with families of SWD, all personnel consider family members as a resource and obtain their input in planning and problem solving.	Fully	Parents are encouraged to invite additional team members to meetings regarding students with disabilities (SWD).
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Fully	Progress reports are available quarterly through FOCUS.

33. The school uses a person-centered planning process for SWD.	Fully	IEPs are received and implemented promptly upon availability.
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).	Fully	IEPs are a collaboration between all stakeholders.

School BPIE Assessment Priority Indicators

SOUTH BROWARD 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 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.
- 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.
- Indicator 24. There is a school-wide approach for planning and implementing Universal Design for Learning (UDL) across all instructional and non- instructional school contexts.