

# **School Best Practices for Inclusive Education (BPIE) Assessment**

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

**POMPANO BEACH HIGH SCHOOL**

**District Name: Broward**

**MSID Number: 0185**

**Date Meeting Held: 9/16/2025**

# Initial Information

**School Principal:** Sabrina Elsinger

**School Type:** Senior High

**FIN Trained Meeting Leader/Title:** Lori Carlson, ESE Liaison

**Team Members Name/Title:**

Sabrina Elsinger- Assistant Principal

Lori Carlson- ESE Specialist

Yona Hammonds- 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	Master schedule reflects total inclusion SWDs in grades 9-12.
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.	Fully	Bi-monthly Quality Improvement Team by content areas Monthly professional development meeting address student data and make adjustment, remediation and reinforcement.
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	School-wide Literacy Coach works cross curricular teams and facilitates professional learning for continuous improvement.
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	PBHS is a full time magnet program and students must meet district criteria to be part of the program.
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	Master schedule reflects full inclusion of learners within the general education curriculum.

<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>	Fully	PBHS IS A SECONDARY SETTING.
<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	Continued best practices shared at faculty meetings and in-service provided by the ESE Specialist throughout the school year.
<p>8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.</p>	Partially Almost	All core content courses at the honors level supports the needs of students with disabilities.
<p>9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.</p>	Fully	Continued in-service throughout the year facilitated by ESE Specialist and administration to use effective communication with students with disabilities.
<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>	Fully	School interview team members include job interview questions for non-instructional staff that assess knowledge and beliefs of 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>	Partially Almost	As a full time magnet program transportation is arranged by the district. Particular issues may arise and are addressed by the Transportation Liaison and administration.

<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>As a full time magnet all SWD students have equal access to advanced level courses and extra curricular activities.</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>All SWDs are recognized for honors and awards at quarterly ACE (Academic Celebration of Excellence) in the same manner as students without disabilities.</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>Regular review of student learning data reflected in an effort to determine ongoing professional learning needs.</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>Professional development is provided to existing school structures, such as Quality Improvement Teams, collaborative teams planning by content area.</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>School-wide literacy coach and department chairpersons coordinate activities related to needs assessments for individual staff and collaborative teams.</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>Fully</p>	<p>There is a schedule and record of Quality Improvement Teams as related to the review of student work and instructional planning.</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.	Fully	As a full time magnet program, all SWDs are required to complete three courses of a technology track with potential industry certificates.
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 IEP goals and objectives for SWDs are aligned to the general education standards. All SWDs have equal access to Advance Placement, AICE courses and Dual Enrollment coursework on our campus.
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	The ninth grade Personalization class for Social and Emotional Learning addresses the process to identify appropriate instructional and behavioral interventions.
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	As a full time magnet program, all SWDs have access to the same multi-tiered interventions as those without disabilities.
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	Master Schedule reflects all mainstream classes taught by general education teachers.

<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>School counselor(s) are involved in identifying and coordinating schoolwide programs for Resiliency Education.</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>Fully</p>	<p>Teachers differentiate instruction to allow multiple means of representation, expression and engagement through project-based assessments, Socratic Seminar and appropriate response time given for SWDs to participate.</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>When developing the school's master schedule, SWDs are scheduled first and administrators note and provide feedback on collaborative teaching structures as part of the teacher evaluation system.</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>As all SDWs are fully mainstreamed at PBHS, without the need for paraprofessionals, this category is not applicable.</p>

**Domain III: Communication and Collaboration**

<b>Indicator</b>	<b>Implementation Status</b>	<b>Data Sources/Supporting Evidence</b>
27. All special education teachers are full, collaborative members of a general education curriculum team.	Fully	General education teachers meet regularly and share information on curriculum and individual student support needs.
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	Teachers determine appropriate accommodations and other supports for behavior, visual and communication for individual students.
29. Family members of SWD are contributing members of school decision-making groups.	Fully	Family members of SWDs are active members of groups School Advisory Council, School Advisory Forum, Booster Clubs and Parent Teacher-Student Association.
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	Quarterly progress reports sent to parents. ESE Specialist reaches out to parents of incoming 9th graders prior to start of year and communication continues throughout the year. Continuous monitoring of students eligibility is done multiple times a quarter with parent, teacher and student updates.

<p>31. When communicating with families of SWD, all personnel consider family members as a resource and obtain their input in planning and problem solving.</p>	<p>Fully</p>	<p>Teachers maintain ongoing communication to families to ensure support plans are consistent from school to home and community. In-school parent-teacher conferences are held to address issues and concerns as they arise.</p>
<p>32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.</p>	<p>Partially Beginning</p>	<p>Teachers maintain ongoing communication with families to ensure support plans are consistent from school to home and community. In-school parent-teacher conferences are held to address issues and concerns as they arise. School provides quarterly progress reports towards students improvements.</p>
<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Fully</p>	<p>The ESE Specialist manages the process and works cooperatively through established protocol for facilitating a smooth transition for SWDs from grade to grade.</p>
<p>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).</p>	<p>Fully</p>	<p>Administrators, the ESE Specialist and Magnet Coordinator collaborate with schools to ensure that supports follow as they transition from grade to grade, school to school and district to district.</p>

# School BPIE Assessment Priority Indicators

POMPANO BEACH 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 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.
- Indicator 8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.
- Indicator 32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.