

School Best Practices for Inclusive Education (BPIE) Assessment

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

MCARTHUR HIGH SCHOOL

District Name: Broward

MSID Number: 0241

Date Meeting Held: 9/15/2025

Initial Information

School Principal: Jasmah Joseph

School Type: Senior High

FIN Trained Meeting Leader/Title: Jasmah Joseph, Assistant Principal

Team Members Name/Title:

Jasmah Joseph

Domain I: Leadership and Decision Making

Indicator	Implementation Status	Data Sources/Supporting Evidence
<p>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.</p>	Partially Beginning	<p>Data from state testing show that we are not an ESSA school; however we are in beginning stages of analyzing data to meet the needs of our SWD. Observations from classroom walkthrough show differentiation in instruction based on the students IEP.</p>
<p>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.</p> <p>*It is recommended that the team table and return to this indicator after the entire BPIE assessment has been completed.</p>	Partially Beginning	<p>McArthur hosts monthly SAC and SAF meetings which include representation from various stakeholders. For mainstreamed students: Regular Common Formative Assessments and standardized testing, supported through PLCs. ESLs staff runs failure report weekly and has data chat with students. ESLs faculty also has data chats with staff. Weekly progress monitoring.</p> <p>For SVE students: data chats are routine and specific.</p>

<p>3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.</p>	<p>Partially Almost</p>	<p>Jasmah Joseph-Assistant Principal Joann Ruiz-Assistant Principal Tonika Julien-Assistant Principal Neal Cain-Assistant Principal Fanny Gutierrez-ESE Specialist</p> <p>Program Oversight: Assist in the development, implementation, and evaluation of ESE programs and services to meet the diverse needs of students with disabilities. Compliance: Ensure that the school adheres to federal and state laws regarding special education, including the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act. Collaboration: Work closely with teachers, support staff, and parents to create individualized education programs (IEPs) and ensure that educational goals are met. Professional Development: Provide training and resources for teachers and staff on best practices in special education, including classroom strategies and behavior management techniques. Student Support: Address the social, emotional, and academic needs of ESE students, including monitoring their progress and intervening as necessary. Data Management: Collect and analyze data related to student performance and program effectiveness to inform decisions and improve services Community Engagement: Foster relationships with community organizations and resources to support ESE students and their families.</p>
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<p>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.</p>	<p>Partially Almost</p>	<p>Facilitators and teachers reach out to parents via email to address student absenteeism. Parent link messages are also sent to inform them about students who have been absent.</p>
<p>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.</p>	<p>Partially Almost</p>	<p>Analysis of classroom demographics can reveal the diversity of both SWD and non-disabled students. Documentation of related services provided, such as speech therapy or occupational therapy, illustrates the support systems. Performance data, from standardized test scores and classroom assessments, demonstrate that SWD are making progress.</p>
<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>Partially Almost</p>	<p>Administrators consistently reinforce expectations by embedding them into every platform of communication, ensuring clarity and alignment across the school community. During faculty meetings, School Advisory Committee meetings meet monthly, PLCs meet weekly for all content areas, and through staff newsletters are sent out bi weekly, expectations are explicitly articulated on morning announcements and faculty meetings, revisited, and connected to the school’s vision and goals. T</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>Partially Almost</p>	<p>School administrators actively facilitate the use of resources by school personnel to implement best practices that support inclusive education for all Students with Disabilities (SWD). Administrators ensure that teachers and staff have access to tools, professional development, and collaborative support systems that foster equity and inclusion across all learning environments. For examples: Staff support the use of assistive technology, differentiated instructional materials, and platforms such or Immersive Reader to promote accessibility and success for SWD in all content areas. Administration provide training and planning time for general education and ESE teachers to implement co-teaching strategies, ensuring SWD learn alongside their peers in the least restrictive environment.</p>
<p>9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.</p>	<p>Partially Almost</p>	<p>School administrators set and reinforce the expectation that all school personnel consistently use person-first language in both written and verbal communications. This ensures that students are recognized and respected as individuals first, rather than being defined by a disability or label. Our school utilize Parent Links, post on Social Media, School News Letter, SIP.</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>Administration are in the beginning stages on creating questions for all positions A questions that would be asked at an interview for a teacher "Describe how you would differentiate instruction to meet the needs of students with disabilities,</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>Partially Almost</p>	<p>School administrators advocate for and ensure that Students with Disabilities (SWD) receive equitable transportation services. This includes scheduling students for daily bus pick-up and drop-off to and from school, alongside their non-disabled peers. SWD are also transported to community-based programs and activities that support their academic, social, and vocational growth. For example, students in the Specialized Vocational Education (SVE) program participate in the PASS program and are provided transportation to and from those sites.</p> <p>Additionally, transportation is arranged for SWD to fully participate in extracurricular and school-sponsored events, including band, chorus, and athletic programs such as football games. These supports ensure that SWD are actively included in all aspects of school life. The only exception to standard transportation occurs when an Individualized Education Plan (IEP) specifies a shortened school day, in which case adjustments are made to meet the student's individualized needs</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>Partially Almost</p>	<p>All Students with Disabilities (SWD) are afforded the same opportunities as students without disabilities to fully participate in all school-sponsored, non-academic, age-appropriate activities. This includes access to electives, athletics, school dances, clubs, field trips, school plays, community service opportunities, and graduation ceremonies.</p> <p>For example, SWD students are enrolled in a variety of electives such as Art, Band, and JROTC alongside their non-SWD peers. They actively participate in school events such as Homecoming, talent shows, and athletic programs. Additionally, SWD students engage in service projects and extracurricular clubs, fostering collaboration and inclusion with the broader student body. Importantly, SWD students also participate in the school's graduation ceremony, walking the stage and being recognized equally with their peers.</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>Partially Almost</p>	<p>All students, including Students with Disabilities (SWD), are provided equal opportunities for recognition through the school's honors, awards, and designations. Recognition is based on achievement and effort, and students are celebrated in the same manner as their peers. This includes quarterly Honor Roll assemblies, end-of-year awards ceremonies, and other recognitions that highlight academic excellence, positive behavior, and contributions to the school community.</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>Partially Almost</p>	<p>Administration begins by gathering a variety of data sources, including student performance metrics, classroom observations, teacher evaluations, feedback from surveys, and attendance records. Data analysis allows administrators to pinpoint specific areas where teachers may require additional support or training. We recognized teachers need support in reading IEP's, supporting SWD so Mustang Bites and PD were scheduled.</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>Partially Almost</p>	<p>School leaders can conduct assessments to identify the specific needs of teachers and staff regarding inclusive education practices. This ensures that professional learning opportunities are tailored to address the unique challenges faced by educators in supporting SWD.</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>Partially Almost</p>	<p>Mustang Bites are brief professional development sessions held monthly, focusing on English Language Learners (ELL) and Exceptional Student Education (ESE). These sessions are scheduled based on classroom observations to address the needs of all students effectively. Administration and instructional coaches are available to model strategies and collaborate with teachers who require support in working with students with disabilities (SWD).</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>Administrators schedule dedicated blocks of time for teachers to engage in collaborative planning sessions, allowing for meaningful discussions about curriculum development and instructional strategies. During these session teachers can work together to create integrated lesson plans that address the diverse needs of all students. Additionally, administrators encourage ESE Support facilitators to meet with general and special education teachers collaborate during instructional time</p>
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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	Special education teachers collaborate with PE instructors to develop games that accommodate various physical abilities. Providing one-on-one support during activities to ensure SWD can participate fully. Teachers work together to create inclusive projects that consider different sensory needs.
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.	Partially Almost	Lesson plans are aligned with state standards, as teachers utilize district resources. They adhere to Individualized Education Programs (IEPs) and provide the necessary support specified within them. Teachers refer to curriculum maps to maintain their pacing, while administrators conduct weekly walkthroughs. Progress monitoring occurs after assessments during data chats with both students and teachers.
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	School rules are communicated through Parent Link, as well as morning and afternoon announcements, and the Mustang News letter. PMP letters are distributed, and parent-teacher conferences are organized. Professional development sessions are customized to support all students. The MTS team meets every second Monday and is composed of the school counselor, school psychologist, ESOL contact, literacy coach, and administration.

<p>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.</p>	<p>Partially Almost</p>	<p>MTSS meets once a month to discuss student with progress monitoring, academic concerns and determine what interventions can be put in place to support those students. Data is discussed during common planning and PLC meeting. Teachers share Best Practices to support students.</p>
<p>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.</p>	<p>Partially Almost</p>	<p>Access curriculum provides differentiated student goals. These teachers have quarterly data chats and meet with administration often.</p>
<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>Partially Almost</p>	<p>Clubs such as Best Buddies, Community Involvement Projects such as the School Garden, lunch and participation in General Education electives show evidence of facilitating these relationships.</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 Almost</p>	<p>Content is supported cross curriculum. For example, PE classes offer vocabulary support. Lesson plans, presentation of lessons, visual schedules as needed, assistive technology and other accommodation and modifications indicated within the IEP</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>Partially Almost</p>	<p>Sometimes, schedule changes aren't discussed extensively with SWDs. During Master Scheduling, specific IEPs aren't always considered before placing the student in their classes. Teachers use a variety of delivery methods in class such as chunking, repeat/clarify, verbal encouragement, audios and visuals</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>Partially Almost</p>	<p>LAB Required Courses and Trainings suggested by administration.</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	ESE staff participated in department meetings and PLC regularly. Facilitators collaborated independently with teachers whose students were on their caseload.
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	SVE Teacher meet regular to discuss curriculum and activities. Staff collaborates to do events with the SVE and general education students a minimum of once a month.
29. Family members of SWD are contributing members of school decision-making groups.	Partially Almost	SAC, IEPs, teacher send homes, and district ESE Advisory Committee
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Partially Almost	Learning opportunities - SAC, district events, and ESE Advisory Committee, family nights, YMCA after-school program, school newsletter Resources - robocalls, emails, teacher phone calls home for struggling students.

<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>Partially Almost</p>	<p>Teachers and support professionals call home for support/partnership regarding grades, behavior, and attendance. Positive phone calls often happen as well. The welcome letter that all teacher sand support staff send home to parents Families receives supports and resource such as letters home from the school, robocalls, emails about opportunities. IEP drafts are sent out before finalizing to give parents the opportunity to discuss. Parental input is used FBAs.</p>
<p>32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.</p>	<p>Fully</p>	<p>During SAC monthly meeting the SAC chair informs all stakeholders of existing opportunities and progress being made. SAC committee works together to collaborate and create new goals for our students with disabilities to be proficient in content areas.</p>
<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Partially Almost</p>	<p>Guidance meetings, IEP meetings, teacher recommended placement for progression to next grade, matriculation between schools, and SVE visits.</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>Partially Almost</p>	<p>The team collects data on the student's current performance, strengths, and needs. This includes academic records, assessments, and input from teachers, parents, and the student. The team, which may include special education teachers, general education teachers, school psychologists, and parents, meets to discuss the student's progress and future needs.</p>
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School BPIE Assessment Priority Indicators

MCARTHUR 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 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.
- Indicator 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.