

School Best Practices for Inclusive Education (BPIE) Assessment

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

BLANCHE ELY HIGH SCHOOL

District Name: Broward

MSID Number: 0361

Date Meeting Held: 10/16/2023

Initial Information

School Principal: Tavures Williams

School Type: Senior High

FIN Trained Meeting Leader/Title: Tavures Williams, School Principal

Team Members Name/Title:

Mr. Tavures Williams, Principal

Ms. Carolyn Smith, ESE Specialist

Mr. Malcolm Spence, Assistant Principal

Ms. Jasmah Joseph, ESE Support Facilitator

Mr. Stephenson Doirin, ESE SVE Teacher

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	Progress reports, standardized testing, Support facilitators also have 'wizards' where services are logged. IEP's.
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	roster and schedule of school leadership team meetings showing diverse representation, data reports (quarterly) and annual IEP review.
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	Assistant Principal over ESE-Malcolm Spence ESE Specialist-Ms. Carolyn Smith Three Support Facilitators who support each grade level-Ms. Chanel Williams (9th), Ms. Jasmah Joseph (10th) and Ms. Cynthia Boyd-Lee (11th & 12th) SVE Teachers- Mr. Doirin (9th) Ms. Nixon (10th & 11th), Ms. Burgess (11th & 12th) Work Based Learning/Deferment programming-Ms. Accime
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	Rosters of SWD zoned for Blanche Ely High

<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>Fully</p>	<p>IEP's act as evidence to highlight how students are supported in the least restrictive environment</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>Fully</p>	<p>Teacher and student schedules reflect SWD have opportunities to take coursework with non-SWD students and have access to advanced academics as well as other academic opportunities</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>Inventory list indicates that SWD have access to all needed and relevant materials such as technology, textbooks etc. to support learning of SWD's</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>This is an area of needed improvement for school administration to work to communicate fully</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>Fully</p>	<p>Interview questions always include "What would you do in your role to address and meet the needs of all of our students?"</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>Bus schedules are available, along with para support to escort students to and from all school activities along with bus attendants.</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.	Fully	Organizational rosters reflect that all SWD have opportunities to participate
13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Fully	Flyers and list of honorees reflect that all students are included.
14. School administrators analyze data to identify professional development (PD) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.	Partially Beginning	Review of this reveals that school administration should look more closer at specific data to plan to address the gaps of SWD's
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	Master schedules shows support through collaborative planning, professional development plan includes practices that support all students and thus SWD's
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	Data instruments
17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Fully	Master schedule reflects collaborative planning sessions

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	Each ESE teacher in the general education professional development sessions to provide support. ESE support facilitators provide an overview of services and support available to students and staff.
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	Walk-through data, ACCESS points and state assessments reflect this information
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 Meeting schedule and minutes are available along with PBIS plan and FBA documents.
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	MTSS Meeting minutes, classroom and behavioral data
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	IEP's as documentation showing adjustments in academic and behavioral goals for SWD's

<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>Tiger time initiative and PBIS implementation</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>Classroom Observations</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>Classroom observations</p>
<p>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.</p>	<p>Fully</p>	<p>Professional Development logs, Job description</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.	Fully	Curriculum team rosters
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 meet with department heads to collaborate. Classroom observations
29. Family members of SWD are contributing members of school decision-making groups.	Fully	IEP meetings, ESE SAC representative
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	Families receive information package communicating service opportunities as well as procedural safeguards.
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	IEP meetings and communication through emails, phone calls, text messages indicate that parents and families are included in the process.
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Fully	ESE Parent nights, Open House
33. The school uses a person-centered planning process for SWD.	Fully	Participant rosters for deferment programs, SBBC policies and procedures for transition.

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	district and school articulation plans, procedures and policies.
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School BPIE Assessment Priority Indicators

BLANCHE ELY 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 9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.
- Indicator 14. School administrators analyze data to identify professional development (PD) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.