

School Best Practices for Inclusive Education (BPIE) Assessment

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

WHIDDON RODGERS ED. CENTER

District Name: Broward

MSID Number: 0452

Date Meeting Held: 6/7/2023

Initial Information

School Principal: WYLIE HOWARD

School Type: Senior High

FIN Trained Meeting Leader/Title: Bari Aronson, FIN Facilitator

Team Members Name/Title:

Christian McCarter-FIN Trained Staff/ESE Specialist

Sabrina Smith-Assistant Principal

Marc Larose-Assistant Principal

Kelcey Dudley-General Education Teacher

Kenneth Miller-General Education Teacher/Middle School Team Leader

Roy Miller-Middle School Social Worker

Adanna Honda-High School Social Worker

Jeanna Butler-Reading Coach

Todd Johnson-Math Coach

Dania Previl-Instructional Support

Dion Thompson-ESE Support Facilitator

Anna Henry-ESE Parent

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>	Fully	<ul style="list-style-type: none"> *Graduation/Post Secondary Rate Data *Classroom walk-throughs *Leadership Meetings * Data meetings are held to identify barriers and plan for actions to increase inclusive opportunities for all students with disabilities
<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>	Fully	<ul style="list-style-type: none"> *SIP plan posted online for review by all stakeholders *Continued parental involvement encouraged through SAC * The school has developed a plan indicating goals related to inclusive practices
<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>	Fully	<ul style="list-style-type: none"> * There are clearly identified roles and responsibilities for the key person (e.g., ongoing communication, data analysis and progress monitoring of goals and action steps based on SBPIE assessment priority indicators). * The key person is responsible for oversight and coordination of goals and action steps related to inclusive best practices. *Team works to make sure information is given to staff through department and leadership meetings, and professional learning communities.

<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>Fully</p>	<p>*Administrators forward BCPS Alerts and other information from district offices. *Administrators request district ESE support when necessary</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>Fully</p>	<p>*School data shows that SWDs are placed in LRE *SWDs are supported by ESE support personnel in general education environments</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>*Clear expectations are set during staff meetings, PLCs, and SAC meetings. * SWD are not the sole responsibility of special education personnel during academic and non-academic school activities</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>*ESE supplemental resources *General education and ESE support personnel have collaborative sessions set aside. *Resources provided for different instructional levels for 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>Not Yet</p>	<p>Administrators can make improvements in providing clear information to staff</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>*Appropriate interview questions used</p> <p>*School interview team members assess applicant responses to ensure a willingness to implement inclusive educational practices, such as collaborative planning and teaching, differentiating instruction, etc</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>* Students with disabilities continuously take field trips with non disabled peers</p> <p>*Field trips have been recreational and vocational.</p> <p>* All bus arrivals and departures occur at the same time and location for students with and without disabilities</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>*Students with disabilities are able to participate in all of the activities offered to the general education students.</p> <p>* All SWD have access to all school facilities and non-academic activities.</p> <p>* SWD participate in class field trips with same-age peers without disabilities. Separate, "ESE only" field trips are discouraged</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>*SWDs have equal access to scholarships and awards.</p> <p>* All SWD are recognized for honors and awards in the same manner and at the same time as those without disabilities</p>

14. School administrators analyze data to identify professional development (PD) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.	Partially Almost	* Administrators analyze data from classroom observations.
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.	Partially Almost	School leaders participate in professional development activities provided to teachers and staff on inclusive educational practices.
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.	Partially Almost	Teacher leader(s) are identified to provide ongoing follow-up, coaching and feedback to teachers and teams
17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Fully	<ul style="list-style-type: none"> * Professional Study Days *Support Facilitation Logs for Collaboration with general education teachers *PSD and PLC Agendas

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	<ul style="list-style-type: none"> *ESE teachers meet with CTE teachers as needed *Services are documented through support facilitation logs
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	<ul style="list-style-type: none"> *All instruction is based on the state standards. Lesson plan review and classroom observations * IEP goals are aligned to 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	<ul style="list-style-type: none"> *MTSS is done monthly * School personnel use a problem-solving process to identify appropriate instructional and behavioral interventions *PD and support staff is given to teachers to be effective members in the process

<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>*Behavior monitoring forms</p> <p>*Instructional personnel consider SWD as general education students first and use data-driven decision making to identify supports needed for SWD to make progress in general education and natural contexts.</p> <p>*Designated personnel with expertise in gathering and analyzing student data who provide ongoing support in the use of formative assessment processes</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>Fully</p>	<p>There are no SWDs who spend less than 80% of their day in general education</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>Fully</p>	<p>*School Wide programs that focused on social peer support, anti-bullying, and cultural/disability awareness</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>*Teachers allow students to respond orally on assessments.</p> <p>*Teachers tier assignments/assessments.</p> <p>*Teachers involve students with disabilities by regularly using instructional strategies that support more complex thinking rather than watering down the curriculum</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>	<ul style="list-style-type: none"> *Administrators and teachers can articulate different ways to deliver special education services in general education settings. *Related services are provided, as appropriate, in general education classes and natural contexts * Collaborative teachers can explain why they selected a structure for a particular lesson.
<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>	<ul style="list-style-type: none"> * Paraprofessionals receive ongoing training on topics relative to their work responsibilities * Teachers and paraprofessionals discuss strategies and methods to provide individual supports to SWD in general education classrooms and natural contexts

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	<ul style="list-style-type: none"> * Special education teachers collaborate with general education teachers to share and implement instructional decisions made by the team.
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	<ul style="list-style-type: none"> * Teachers determine appropriate accommodations and other supports (e.g., behavior, visual and communication) for individual students * Administrators provide ongoing support to assist collaborative teachers in identifying, clarifying and developing their roles and responsibilities
29. Family members of SWD are contributing members of school decision-making groups.	Fully	<ul style="list-style-type: none"> * School administrators actively recruit family members of SWD to participate in school decision-making groups, including the School Advisory Council * Family members of SWD participate in school decision-making based upon annual measurable outcome data for students with and without disabilities

<p>30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.</p>	<p>Partially Almost</p>	<ul style="list-style-type: none"> • Learning opportunities and resources are identified and provided to families based on family surveys or interviews, school climate surveys, IEP goals and student data. • Information and strategies are provided on topics such as helping with homework, test preparation, understanding LRE and inclusion, developing meaningful IEP goals and postsecondary school opportunities.
<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>	<ul style="list-style-type: none"> * Families receive support and resources, such as checklists or point systems, to implement behavior support plans at home and in the community * Teachers maintain ongoing communication with families to ensure support plans are consistent from school to home and community
<p>32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.</p>	<p>Fully</p>	<ul style="list-style-type: none"> * At the end of the school year, the school provides a report to the district that includes progress toward implementing and improving inclusive practices * The school administrator provides a report to other school administrators during district meetings

<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Fully</p>	<p>* Person-centered planning is used for SWD to plan for independent living, postsecondary education, and careers</p> <p>*The school involves adult and community agencies and postsecondary education institutions in person-centered planning.</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>* Supports are in place and are passed seamlessly between sending and receiving parties</p> <p>*Administrators proactively ensure that supports follow all SWD as they transition from grade to grade, school to school and district to district</p>

School BPIE Assessment Priority Indicators

WHIDDON RODGERS ED. CENTER 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 14. School administrators analyze data to identify professional development (PD) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.
- Indicator 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.
- 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.
- 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.