

**McNicol Middle Magnet & Stem School
Best Practices for Inclusive Education (BPIE)**

School: McNicol Middle School	BPIE Contact Person: Felicia Wilcox
Principal: Deirdre Benka-Coker	Direct Office Number: 754-323-3435
Planned Activities for Improvement in the Prioritized Indicator	Method of progress monitoring improvement in the selected Prioritized School BPIE Indicator
General education teachers and ESE support teachers will provide rigorous individualized, whole-class, and group support that seamlessly ensures students with disabilities have equal access to learning opportunities.	Quarterly professional development training with the Administrative Team, General Education Teachers, Literacy Coach, and ESE Support Teachers.
General education teachers and ESE Support teachers will collaborate to meet the needs of diverse learners in designing curriculum and lessons that provide different styles and opportunities for students with disabilities to engage and present products representing their understanding of what they have learned.	PLC modeling strategies (i.e., exit tickets, pop quizzes) and ways for teachers to obtain feedback and obtain data on student learning
General education teachers and ESE Support teachers will ensure best practices in providing support for modes and models of learning for students with disabilities in the general education classroom.	The ESE Specialist will facilitate quarterly PDs and PLCs on defining SWD eligibility, key factors, and conditions that may impact access to learning.
Parents, guardians and stakeholders will contribute to the academic and behavioral growth of students with disabilities by ongoing collaboration and consultation of progress towards Individualized Educational Goals and Objectives.	The ESE Specialist will arrange and facilitate annual and triennial meetings as required, as well as interim meetings as needed.
All students with disabilities have the same opportunities as students without disabilities to participate in all school-sponsored activities, including electives, sports, dances, clubs, and field trips.	Administrators, Guidance Counselors, and ESE Specialist ensure that electives, lunch, extra-curricular activities, and field trips are accessible and inclusive.
General and special education teachers use state standards as the foundation for instruction of all students with disabilities , including those with the most significant cognitive disabilities	Curriculum maps, progress monitoring, district approved standards-based curriculum

<p>Teachers of students with disabilities who are placed in specialized, varying exceptionality settings more than 80% of the day will use formative assessment data to identify effective instructional and behavioral interventions that promote progress toward mastery of their Individualized Educational Plan goals.</p>	<p>Specialized Curriculum, Occupational Therapist, Speech and Language Pathologist, Behavior Technician, School Counselor, ESE Curriculum Specialist, ESE Behavior Program Specialist</p>
<p>All teachers plan and implement the Universal Design for Learning (UDL) teaching framework to create accessible and inclusive learning experiences across all instructional modalities, facilitating learning that is engaging and fosters critical thinking and a growth mindset in students with disabilities.</p>	<p>Student surveys, projects, classroom debates, discussions, media, visual art, music, mapping, and science labs</p>