

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

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

**WESTERN HIGH SCHOOL**

**District Name: Broward**

**MSID Number: 2831**

**Date Meeting Held: 8/11/2025**

# Initial Information

**School Principal:** Donna Dietz

**School Type:** Senior High

**FIN Trained Meeting Leader/Title:** Donna Dietz, ESE Liaison

**Team Members Name/Title:**

Donna Dietz ESE Specialist

Luz Rodriguez Guidance

Melissa Falco Diaz Guidance

Patricia Di Carlo Guidance

Barry Jones ESE Teacher

Michelle Saltzman ESE Teacher/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	Scheduling IEP meetings Test scores Graduation status Informal Assessments
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.	Partially Almost	School Improvement Plan Test Scores Bpie Plan Quarterly Progress reports School website District school information
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	Identified Roles for key persons Staff Rosters Professional Development Professional Learning Communities Staff handbook School website ESE Specialist Administration
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	AP classes AICE diploma Honors classes Support facilitators assist students General education classes with support Piloting a VE program

<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>Students are placed in the least restrictive environment Support services are flexible for the students</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>Teacher assistants in general education Behavior support in general education Safety Team provided list of students needing assistance General education teacher and ese teachers</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>Reading/math coaches Teacher assistants Support facilitators Therapists Immersive reader Textbook sets Paper copy of online material</p>
<p>9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.</p>	<p>Fully</p>	<p>District trainings Support facilitator Training ESE Specialist meetings Professional Development</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>Collaborative planning Guided interview questions Differentiated instruction facilitated with ESE</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.	Fully	Transportation is located in the same area/time School staff attend events to assist as needed Staff monitor students arrival/dismissal
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	All SWD students are able to attend all events during the day and outside of school time School staff monitors Teacher Assistants Behavior techs all assist when necessary
13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Fully	All students are acknowledged in honors and awards- Honor roll Academic awards Literacy fair/science Attendance, etc...
14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.	Partially Beginning	Administrators analyze test data Classroom observations School wide positive behavior plan Support facilitators work with administrators
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.	Partially Almost	Professional Development at school and district level PLC teams
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	Professional learning District trainings Team collaboration

<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>Support facilitators attend different PLC's  Collaborative planning times  Master scheduling  ESE/Gen ed meetings  Data chats on IEP implementation</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.	Fully	Support Facilitation logs Support staff meet with general educators Assistive technology training Support staff attend electives
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	Based on ACCESS and modified general education standards when necessary Quarterly progress reports Teacher collaboration
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	Rti team Reading coach Math coach Documentation of Rti meetings FBA plans when necessary
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.	Partially Almost	Exit tickets Lesson quizzes Reading assessments/Lexiles Rubrics Reading coach data Math coach 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.	Partially Almost	Specialized teachers used the data, revise behavior plans Teacher assistants attend general education classes to assist students Behavior technicians may attend general education classes with swd students when necessary

<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>The school has Best Buddies, SGA, Anti-bullying, conflict mediation, self determination/self advocacy, and community service projects</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>Teacher Assistants in classes, multiple means to respond, immersive reader, Ally book system, district provides training, FM systems assigned, visual schedules, etc...</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>SWD students are scheduled with staff assistance  Related services are provided to benefit the students skills appropriately  Beginning of the year training provided  District training when requested  PLC throughout the year</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>Teachers guide the paraprofessionals in the classroom  District trainings are offered to paraprofessionals  Adminstrators and ESE Specialist monitor paraprofessionals  Some paraprofessionals communicate what a student needs</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	SWD teachers attend general education PLC's SWD teachers attend academic department meetings Support facilitators meet with general education teachers
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	General education teachers meet with support facilitators and SWD teachers IEPs shared with teachers as they are created/updated Staff training on how to implement accommodations ESE Specialist provides suggestions for general education teachers ESE Advisory board available District training may be requested
29. Family members of SWD are contributing members of school decision-making groups.	Fully	ESE Survey every year Parent input sent home PTA members SAC members Invited to participate in all school events
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	Canvas access for parents Climate surveys ESE surveys parent input forms sent home drafts of IEPs sent home New letters Website information District trainings offered

<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>Parent participation and input for IEP and behavior plans Canvas access FBA/BPIP plans Community resources</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>Open house activities Inclusive week at school Course selections Sports Clubs</p>
<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Fully</p>	<p>Vocational Rehabilitation Transition coach Self determination- self advocacy goals outside agencies provided Administration and ESE collaborate on classes and teachers Matriculation meetings with middle school Adult Agencies</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>District Program specialist District Compliance paraprofessionals Job coaches matriculation meetings Tour of the school General education electives and select acadmic courses SWD offered advanced course</p>

# School BPIE Assessment Priority Indicators

WESTERN 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 14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.
- Indicator 32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.