

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

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

**MONARCH HIGH SCHOOL**

**District Name: Broward**

**MSID Number: 3541**

**Date Meeting Held: 10/4/2024**

# Initial Information

**School Principal:** JAMES CECIL

**School Type:** Senior High

**FIN Trained Meeting Leader/Title:** Novelette Pitt, ESE Liaison

**Team Members Name/Title:**

James Cecil, Principal

Dr. Moira Sweeting-Miller, ESE Assistant Principal

Novelette Pitt, ESE Specialist - FIN Leader

Soraya Kornbluth, ESE Teacher

Rhona Hunter, General Education Teacher

Veronica Chevere, 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	<p>The Leadership team collaborates regularly on data using the Diagnostic Assessment in Reading (DAR), FAST - PM3, Growth Assessment, and Reading Inventory.</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>	Fully	<p>Department Heads and administrators meet frequently to analyze data. Inclusion practices are outlined in our School Improvement Plan and shared with families during SAC meetings. Each year, the Inclusion Co-ordinator develops and organizes inclusive activities in the school environment, e.g., the Student Government Association (SGA), ESE Dept, and Latino In Action (LIA) organize monthly activities.</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>	Fully	<p>The school principal, along with each grade level administrator, is the key person to ensure that this is evident during the PLC meetings. They are in attendance at dept and grade-level meeting to oversee goals and actions relating to inclusive best practices. The Inclusion chairperson shares and discusses the implementation of data.</p>

<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>Courses in the modified curriculum are embedded in the master schedule with adaptive assistance. Request unique teacher assistance services and additional support for students with significant cognitive disability. Currently, we have a behavior technician and related services support at our school to ensure that our SWD's educational needs are met.</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>Students are assigned to a class based on their formal assessment performance, school records and student choice options were utilized to reflect age-appropriate, heterogeneous groups in all their academic courses.</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>PLCs address various issues regarding students with disabilities. Teachers collaborate with ESE support teachers and SVE teachers. Administrators and school personnel communicate in writing/orally and electronically using the students' first and last name initials and refer to them by their names. For evacuation and safety purposes, the student is called by name when evacuation drills are scheduled.</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>Ensure that all school teams implement and utilize a student's accommodations and special educational services. ESE teachers can access instructional materials on the Clever Portal and Canvas with differentiated reading levels.</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>Parent link in students' first language and written communication in the first language.</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>During job fairs and one-on-one interviews, principals and administrators ask applicants about their knowledge of diversity within the school setting. Note that inclusion practice questions are used depending on the position being offered.</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>Schedule buses are assigned to the school to pick up and drop off students with and without disability. Currently, we have 2 bus monitors to oversee the transition to and from the bus before and after school. Bus monitors also assist students with severe disability. Provide in advance bus requests to ensure a special handicapped-accessible bus is available so that SWDs can attend field trips with their nondisabled peers.</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>SWDs participate in several extracurricular activities (e.g., indoor/outdoor sports activities, cheerleading, Clubs, and overnight field trips).</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>Each quarter SWDs are recognized along with their non-disabled peers at Straight 'A' Assemblies, Academic Award night, and Performing Arts awards/incentives.</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>Although administrators analyze data from Professional Development (PD) meetings. It was raised whether PD meetings are from district-based data or classroom observations. It was discussed that the focus should be more on classroom observation and the teachers' needs.</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>Fully</p>	<p>Weekly and bi-weekly instructional staff attend PLCs and collaborative team meetings that address practices and strategies that can be effective in the classroom setting. This is evident by PLC agendas, minutes, and specific training related to ESE services, e.g., PCM and behavior analysis.</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>Fully</p>	<p>During department and grade-level meetings, team leaders share training and best practices outlined by the district. On a regular basis, leaders share upcoming district training and workshops to align with instructions and curriculum.</p>

17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Fully	Department and grade-level meetings are conducted every 2 weeks (Tuesdays). Substitute Teachers are provided for team leader meetings and master coaches.
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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	Practice is almost fully in place, and special education and general education staff continue to collaborate on areas for improvement.
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	Standards are visible in classrooms. During IEP meetings, the team determines the most appropriate goal to meet grade-level standards and students' academic/social needs. Standard, aligned with access points, are visible and posted in the self-contained classroom. Based on access points, instructions are modified to target each student's needs.
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	The RTI team meets weekly by grade level to discuss students who have been referred based on academic and behavioral concerns. Each team is assigned to provide documentation at the next meeting to identify appropriate interventions. Families of Tier II students are invited to attend a meeting or participate by phone to share information and interventions to target areas of concern.

<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>Fully</p>	<p>Classroom Data from Informal Assessments. SWDs IEP team conducted formative assessments to determine their present level of performance, which guides accommodation and instructional goals in the general education classrooms. Special education team collaborates with the general education teachers to support individuality and assess students with behavioral plans.</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>ESE Teachers continue to monitor SWDs in the self-contained classroom through observation and informal assessment to expose students to the curriculum. However, further action of data collection with fidelity is needed to reach full implementation.</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>There is clear evidence - Pep Rally promoting the " campaign for school staff and students. Inclusion of the school initiative of "Be the One to Be K.I.N.D (Knights Insist On Nice Deeds)." During Peace Week, conduct the Chalk Yard; students draw or write their impression of peace. School staff wear Orange in recognition of District Anti-Bully Day. Classroom presentation about Anti-Bullying and other Character Education topics.</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>Lesson Planning with the Matrix of Instructional Strategies and Accommodations OR Strategies from ELlevation. SWD accommodations are included during instructional practices and documented in the FOCUS grade book.</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>Various services are provided to ensure that SWDs benefit in the gen. education setting. Currently, SWDs in general education classes are assigned a Support Facilitator who provides collaboration and consultation services depending on student needs. Depending on the severity of the disability, the student receives speech/language therapy, occupational and physical therapy, and family counseling services.</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>Paraprofessionals have available FDLRS and district training to provide strategies for their work responsibilities. However, the BPIE team determined that additional training is needed as SWD learning and behavioral dynamics are changing.</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 by Admin. At grade-level meetings, general and special education teachers pool ideas and suggestions to meet students at their instructional level and meet state standards. IEP meetings are scheduled around Special education teachers' instructional time. Parent conferences are scheduled on Wednesdays and Thursdays before the first bell.
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	Regularly scheduled Department Meetings and during PLC or Planning Days. ESE Teachers meet regularly during PLC meetings or collaboration meetings to discuss students' overall success. ESE teachers provide support by linking strategies that work in one class to another to encourage a holistic approach to learning.
29. Family members of SWD are contributing members of school decision-making groups.	Fully	Parents are invited to the SAC meeting monthly. One parent said she would like to share her concerns and suggestions at these meetings. Family members can also provide input into the School Improvement Plan and actively participate in school events.

<p>30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.</p>	<p>Fully</p>	<p>Scheduled Parent Nights for ESOL Students through the ESOL Department. Information was disseminated via phone callout, school website, and paper copy in parents' primary language. Parents are contacted by phone/email/notice of meeting sent home with students of scheduled IEP meetings in advance. One week before the meeting, parents are given a form to provide their input and concerns that will be addressed at the meeting. Information is provided in the family's first language, with interpreters at the meeting. Bi-lingual staff contact families to share school information and resources.</p>
<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>This is evident through IEP meetings, parent conferences, and phone calls/notes sent home.</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>Parents are encouraged to attend SAC meetings at the beginning of the school year. At these meetings, the School Improvement Plan is discussed, along with the target goals and the growth plan that promotes inclusion for all. During the Teachers' Planning week, the school vision and objectives are shared with the staff, and feedback is provided. At our Open House and parent night events, school administrators explain the district track and what it means for the school.</p>

<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Fully</p>	<p>This is addressed through Transitional IEP meetings for SWD starting from age 14. At these meetings, parents are provided with information about outside Transition agencies, the Transfer of Rights of SWD turning 18, and an explanation of Diploma Deferral. Instructional staff uses the Naviance, Xello, and Common online tools to help students with and without disability think about a career path, including scheduling college fairs and field trips to inform students of career/college options.</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>The ESE Specialist visits feeder middle schools to provide high school transition and expectations. Attend middle school IEP matriculation meetings to assist with the transition. In the summer, incoming 9th graders with and without disability attend a freshman invasion to understand what high school offers. Scheduled one-on-one tours are provided before the school year to help students transition smoothly to high school.</p>

# School BPIE Assessment Priority Indicators

MONARCH 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 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.