

School Best Practices for Inclusive Education (BPIE) Assessment

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

CORAL GLADES HIGH SCHOOL

District Name: Broward

MSID Number: 3861

Date Meeting Held: 4/2/2025

Initial Information

School Principal: MARK KAPLAN

School Type: Senior High

FIN Trained Meeting Leader/Title: Lisa Bandman, ESE Specialist

Team Members Name/Title:

Lisa Bandman-ESE Specialist

Brian Jassem-Assistant Principal

Jessica Gains-ESE Support Facilitator

Sara Hanson-Specialized Varying Exceptionalities Teacher

Tanisha Scott-Parent/General Education Teacher

Jayme Wright-ESE Parent/Administrative Assistant

Christina Barringer-Speech-Language Pathologist

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	DAR, CMAT, Brigance, Broward Compass Assessment, Career Picture Interest Inventory,
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	Data collection and analysis, teacher checklist, informal assessments, Report Card Grades, Progress reports
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	ESE Specialist, ESE Administrator meets with teachers, get input, provides support and facilitates trainings.
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	All SWD students are included in all general education classes, afterschool activities and allow reassignments from other school. All SWD student attend general education classes with accommodations.

<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>Scheduling is individualized reflective of their needs Pathways options are provided for all students included SWD for potential industry certifications. Bright Future scholarships can be attained from these certifications for SWD's.</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>Fully</p>	<p>Screening for speech and language for early intervention services</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>Trainings before school-pre-planning PLC communities Lesson plans are collected and reviewed quarterly e-mail strategies sent to teachers Plans for health care needs</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>1:1 computers iPads for class use Promethean boards for interactive lessons Afterschool Tutoring Immersive Reader Canvas Google Translation Read 180 Sadlier Connect for ELA/Reading(Vocabulary Workshop)</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>Person First Language Posted in the classroom Accommodations are provided discreetly Support room is labeled as a Learning Lab not ESE class</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>observations during interviews scenarios and how would staff handle it to evaluate how staff would respond to challenging situations</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>order buses with special access for students add extra school personnel for SWD to attend after school activities/field trips</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>Grad Bash, Field Trip, Pep Rally, Academic Field Trips. Prom, Access to any Clubs and competitions, Afterschool Tutoring</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>Outstanding Awards, Senior Awards, Competitions , Honor Roll Paws for Applause, Latinos in Action, Paw Buddies, Peer Pals class School website Awards</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>Fully</p>	<p>Needs Assessment implemented for equipment refresh and resources for teachers and individualized students, Assistive Technology Specialist reviews equipment when needed Professional Development</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>Mandatory Professional Developments Online Modules through Canvas Weekly PLC in various Department District Trainings Support for new personnel</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>Administration provides step-by step instructions Curriculum Leadership Team review data and problem solving Instructions on how to use accommodations</p>
<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>Partially Almost</p>	<p>Weekly Professional Learning Communities by Department/Subject Area Quarterly Professional Study Days</p>

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	Pathways courses have requested and provided accommodations through Certiport for all SWD's for all CTE exams.
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	CPALMS State Standards Pacing guides Performance Matters Unique Curriculum Access to Attainment
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	Teachers are given explicit instructions for strategies on how to provide ongoing support and how to refer a student for academic and behavioral interventions.
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	NWEA Map Fluency PSAT SAT scores FAST and BEST Assessments DAR CMAT, Brigance Broward Compass Assessments form Unique Learning Data Collection and Analysis

<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>FAA, FAST, Performance Matters, DAR, CMAT, Brigance IEP Data collection and Analysis</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>Paws for Applause, Kids of Character Breakfast Peer Counseling</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>wheelchair accessible desks Video and audio using interactive visuals offering printed/digital or text to speech materials for different learning styles</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>ESE SVE Instructional Rotational Teacher stations are implemented within the classroom. Next year gen education teachers will start. ESE Services/Speech and Language services provided as direct/collaboration/consultation</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>Beginning of the year training Early release workshops</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.	Partially Almost	ESE Teachers attend monthly ELA meeting Parent meeting requests E-mail and consultations 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.	Partially Almost	Pre-Planning Days Consultation Professional Study Day Chats Professional Development IEP Input Forms from General education Teachers E-mails
29. Family members of SWD are contributing members of school decision-making groups.	Fully	SAC Meetings PTA meetings IEP Participation Parent conferences IEP Parent Input Form
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	Incoming 9th Grade Parent Presentation Guided Campus Tours Walk Through Observations Transition Fairs
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 Parent Input Forms Parent Conferences E-mails PTA SAC Communication Home Notes Weekly Reports

<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>Progress Reports Quarterly Report Cards Annual IEP Re-evaluation Plans Daily Communication Plans for Individualized students</p>
<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Fully</p>	<p>Individualized hand-picked schedules and teachers flexible grouping for study halls for academic support Transition Fairs and Deferment Options Career Picture interest Inventory Path to the Future Guardianship Flyers</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>Individualized hand-picked schedules and meet with counselors Matriculation conversations/input with middle school incoming students Grade to grade hand-picked schedules Transition Fair Team Meetings</p>

School BPIE Assessment Priority Indicators

CORAL GLADES 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.
- 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 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.
- Indicator 27. All special education teachers are full, collaborative members of a general education curriculum team.
- Indicator 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.