School Best Practices for Inclusive Education (BPIE) Assessment

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

STRANAHAN HIGH SCHOOL

District Name: Broward

MSID Number: 0211

Date Meeting Held: 5/24/2024

Initial Information

School Principal: MICHELLE PADURA

School Type: Senior High

FIN Trained Meeting Leader/Title: Robin Cope, ESE Specialist

Team Members Name/Title:
Dyan Cooper, Speech/Language Therapist
Kerry Alexis, ESE Teacher
Ms. McKenzie, ESE 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	Data chats are conducted with students.
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	Once every three years, the school completes a BPIE assessment and reports the results of all short/long term improvement efforts to the district.
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	An administrator is assigned as the key person in various school documents.
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	Parents of SWD students perceive Stranahan High School as eing able to address their child's needs.
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.	Partially Beginning	SWD are scheduled into general education classes.

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. *schools with Pre-K programs only	No Pre-K	
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.	Fully	General and special education teachers are expected to share instructional and behavioral support responsibilities for SWDs in all classrooms and other school settings.
8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.	Fully	School administrators obtain and allocate resources to implement effective inclusive practices.
9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.	Not Yet	N/A
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.	Fully	School interview team members assess applicant responses to ensure a willingness to implement inclusive educational practices.
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.	Partially Almost	Administrators review bus arrival and departure procedures for all buses to ensure the safety of all students. All bus arrivals and departers occur at the same time and location.
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 SWDs have access to all school facilities and non-academic activities.

13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Fully	All SWDs, including those who are working on a modified curriculum, are included in honors and awards programs.
14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.	Partially Almost	Regular review of student learning data is reflected in the SIP.
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	School leaders provide a published schedule of PD opportunities, made available throughout the school year, for all school personnel.
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	School leaders provide a published schedule of PD opportunities made available throughout the school year.
17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Fully	The school's master schedule reflects collaborative planning time for collaborative teaching teams.

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	The ESE teachers provide monthly updates with specific student information, instructional strategies and/or useful articles to teachers.
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	IEP goas and objectives for all SWDs are aligned with general education 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.	Fully	School personnel use a problem solving process to identify appropriate instructional 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	General education teachers collaborate with special education teachers, and other related services personnel to use a variety of data collection tools and processes to continuously assess progress of SWDs in general education.
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.	Fully	Special education teachers use formative assessment to identify student needs, adjust instruction, revise behavior plans and identify opportunities for learning in general education and natural contexts.

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.	Fully	The school has one or more schoolwide programs in place that address formal, academic and social peer support.
24. There is a school-wide approach for planning and implementing Universal Design for Learning (UDL) across all instructional and non- instructional school contexts.	Partially Almost	Teachers differentiate instruction to allow multiple means of representation, expression and engagement.
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.	Partially Almost	Administrators and teachers can articulate different ways to deliver special education services in general education settings.
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.	Partially Almost	The rules and responsibilities of paraprofessionals are clearly outlined and communicated by administrators.

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	Special and general education teachers meet regularly to share information on curriculum and individual student support needs.
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	Teachers have parity in their roles, so that one teacher does not have more responsibility for instuction and assessment than the other.
29. Family members of SWD are contributing members of school decision-making groups.	Partially Almost	School administrators recruit family members of SWDs to participate in school decision making groups, including the School Advisory Council (SAC).
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	Information and strategies are provided on topics such as helping with homework, test preparation, understanding LRE and inclusion, developing meaningful IEP goals and post secondary opportunities.
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	Team/department meeting notes reflect family input on developing educational, behavioral and/or social strategies for their children.

32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Fully	At the end of the school year, the school provides a report to the district that includes progress towards implementing and improving inclusive practices. The school administrator provides a report to families as part of school open house activities and to all personnel as part of pre-planning activities.
33. The school uses a person-centered planning process for SWD.	Fully	There is an established protocol for facilitating a smooth transition for SWDs from grade to grade and school to school.
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).	Fully	Supports are in place and are passed seamlessly between sending and receiving parties. Vertical planning between teachers from school to school to include sharing information and effective instructional or behavior supports for individual students.

School BPIE Assessment Priority Indicators

STRANAHAN 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 8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.